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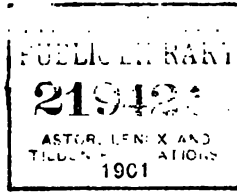
THIRTY-FOURTH ANNUAL REPORT
OF THE
★ SUPERINTENDENT OF PUBLIC INSTRUCTION
OF THE
STATE OF MICHIGAN,
—
WITH
ACCOMPANYING DOCUMENTS,
FOR THE YEAR 1870.



BY AUTHORITY.

LANSING:
W. S. GEORGE & CO., PRINTERS TO THE STATE.
1870.

act



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NOTICE.

School Directors, Township Clerks, County Clerks, and Treasurers, and County Superintendents, are entitled to a copy of this Report; and a sufficient number is designed to be sent to the County Clerks to supply the officers named in the several counties in the State.

The publication has been much delayed; in part by neglect of many school officers to make their reports till long after the time required by law, and in part by the great amount of other work of the State printers. Had school officers all made their reports in season, the work of this Report would have been well nigh disposed of before so much other labor was crowded upon the printers. School Directors and Inspectors are earnestly requested to act promptly in making their future reports.

Besides the law to compel children to attend school, several amendments were made to the School Law at the last session of the Legislature. This will be found commencing on page 323. This will furnish the amendments to Directors, and they will be sent in pamphlet for other school officers who are entitled to the School Laws.

Directors will notice the provision, in the law to compel children to attend school, for posting or advertising the same in the month of August.

DEPARTMENT OF PUBLIC INSTRUCTION, }
OFFICE OF SUPERINTENDENT, }
Lansing, December 20, 1870. }

To the Honorable the Legislature of the State of Michigan :

In accordance with the provisions of the laws of the State,
I have the honor herewith to submit the Annual Report of the
Department of Public Instruction, and the accompanying
documents, for the year 1870.

I remain, very respectfully,

Yours, etc.,

ORAMEL HOSFORD,

Superintendent of Public Instruction.

REPORT.

The close of the year brings the work of inventory and review of balance sheets and reports.

In seasons of prosperity, when the credit side of the account is largely in excess, the review is not a grievous task.

The report from all the schools of the State is, that the past year has been one of continued success. Seldom has anything occurred to disturb the quiet of the school-room, and unusual prosperity has attended the labors of both pupils and teachers.

Although the highest hopes and expectations may not always have been realized, yet all have ground for grateful thanksgiving for abundant mercies.

The results predicted in reference to the beneficial effect of the free-school system are already partially realized. There is a manifest change in the average length of the schools, as well as the number of pupils in attendance. In some counties the school year has been increased from four and five months to seven, eight, and in some instances, even to nine months, and an attendance of less than fifty per cent of the enrollment has been increased to sixty, and even seventy-five per cent. One superintendent reports that in January, 1870, he found eighty-four per cent of the children enrolled attending school, and in May and June there were ninety per cent, but in July the attendance was but sixty per cent, the average for the year being seventy-nine per cent. In other counties less time has been given to the school year, and a much less average of attendance has been secured ; yet in these counties, at the last annual meeting, it was decided by vote that the time should be length-

ened, and several months were added to the former school year.

In previous reports, mention has been made of the desirableness of dividing the year into three terms instead of two. This change has been made in a part of the schools in many counties, with most gratifying results. It has long been known that those schools which were continued through the months of July and August were of comparatively little worth. Many numbering from forty to fifty pupils were reduced in these warm months to less than twenty, and often to less than a dozen. Where this change has been made, there is secured a more uniform attendance, a greater interest in the school, and more rapid and thorough progress in study. There can be no greater hindrance to the success of a school than

IRREGULAR ATTENDANCE.

Although the free schools have wrought a marked change for the better in the regular attendance of pupils, yet a deplorable lack of promptness and regularity still exists. It is, doubtless, true, that we have not yet seen the full results of the working of the free schools in effecting a change in the attendance upon them. One or two years would not be sufficient to produce the change which we so much desire, and which must by some means be secured, or our political institutions are endangered.

There is no reason why all the children of this State, capable of receiving an education, should not obtain it. Every obstacle has been removed which may have prevented any from study; not even poverty can now serve as an excuse for absence from the school-room. Any failure to become educated now must be owing to most stolid indifference. This indifference exists in many places, and in some parts of the State to an alarming extent. There are young men and women who were born in this State, and have been reared almost within sight of the school-house that was always open to receive them, and yet

to-day are unable to read or write. If there is anything which makes every lover of our free institutions sick at heart, it is to be transacting business with a young man, a fellow-citizen, and when some paper is drawn requiring his signature, to learn that he is compelled to make his mark; and this, too, notwithstanding he has spent his whole life within reach of a school.

The next question which is to engage the attention of the legislator, that is of vital importance to the educational interests of the State, is, how to secure the constant and regular attendance of all the children upon the public or private schools. The question is a grave one, but one that must be met and rightly solved. Some years since, the idea was suggested of resorting to compulsion, but such a proposition has never been regarded with favor. It has been looked upon as anti-republican. The claim is made, that our system of education should correspond with the genius of our government; to compel parents to send their children to school is an act too arbitrary for a republic, and too flagrant a violation of individual rights to be submitted to by a democratic people. The word compulsion grates harshly on the ears of freemen, and its meaning grates more harshly on their sensitive hearts. It may be found, however, that the system of compulsory education is one not to be so much dreaded as has been supposed. Those who have thought most upon the subject are looking with favor upon the system. Every thoughtful man is coming to see the dangers that imperil the nation, if so large a proportion of the people are suffered to grow up in ignorance. The question is really resolving itself into this: Shall we have education, even if it be in a certain sense compelled, and a strong and noble republic, or ignorance and anarchy?

To those familiar with the best systems of education in Europe, our system presents one sad defect: they see that not one-half of the children of this country attend schools with any regularity, and that there are thousands upon thousands who never see the school-room at all. One of the prominent

educators from Europe, in an address at Cooper Institute, after praising very much many things he had seen in this country, said that in general our system of education was the best in the world, but that it needed one thing to make it perfect, and that is, that education should be made compulsory. "I should be uncandid," he further said, "if I did not frankly tell you that North Germany and Switzerland excel you in the thoroughness and universality of their systems, and this, I believe, is entirely owing to the fact that in those countries the parent has not the right to deprive the child of the excellent training which the State has provided. When the parent fails in his duty, the State stands *in loco parentis*; and this is what you chiefly need to perfect your educational system." In Sweden, education is compulsory upon all classes, whether rich or poor, or whether living near to or distant from school. Every child must continue his studies until he has become proficient in certain branches. The least that is required embraces reading, writing, the elements of arithmetic, the catechism, Bible history, and singing. Many of the children live at a great distance from school. The statistical reports show that 20,000 have to go from three to four miles, and 70,000 not less than two miles. This, of course, requires the whole day, leaving home in the morning and returning in the evening. Trivial excuses for absences are not allowed. The period of school life is not measured by years, but is determined by the progress made. There must be acquired a thorough knowledge of the required branches before any child can leave the school. As a result, it is almost impossible to meet with a Swede of either sex who is unable to read and write, or to find a single cottage, however isolated, even buried in the very depths of the forest, that is destitute of the Bible and other valuable books. John W. Hoyt, United States Commissioner to the Paris Exposition, in his report, speaking of Sweden, says:

"The government of Sweden nobly began the work of popular education almost two hundred years ago, demand-

ing of every youth who would be confirmed by the church—without which the royal road to marriage and all the avenues of success in life were closed to him—that he should show that he was able to read and write. The result of this intelligent and thorough educational policy, well followed up by the adoption of improved systems, is that, at the present time, while occupying an inhospitable and half-barren country, reaching north to the Polar Sea, Sweden probably has as small a per cent of persons within its borders who cannot read and write as any country in the world. The law of 1864 required the establishment of a school in each parish; but the sparseness of the population in portions of the country rendered the law, of necessity, inoperative, and the authorities fell back upon the perambulatory system that had been so successful in Norway. There are at this time more than 16,000 of these itinerant schools held for a few weeks, or for a few days in each week, in given localities, and furnishing instruction to about 125,000 pupils.

“In the more thickly settled portions of the kingdom the parishes are divided into districts, each having its permanent school, the whole number of which is over 2,000, with 150,000 in attendance; in the higher public schools are 6,000; in private schools, 20,000; 150,000 educated at home,—making a total of nearly 350,000 receiving public primary instruction, or some education of equal value.

“The quality of the culture secured at these schools may be judged from the studies pursued in the most elementary of them, and everywhere advanced and improved upon in the permanent schools of towns. These studies are, religion, the Swedish language, geography, mathematics, Swedish and general history, natural history, writing, music, drawing, and gymnastics. Secondary education is given in schools of learning, corresponding to the pro-gymnasia of Germany and grammar schools of England. Normal and special instruction can be had, to a considerable extent, in its eight normal schools, one

school of agriculture, two horticultural schools, seven schools of forestry, nine schools for the arts and trades, one for naval construction, nine for navigation, and an extensive polytechnic school.

“Superior education still flourishes in its two ancient universities of Lund and Upsala, with their 77 professors and 1,500 students.”

The school system of Prussia and its results are too well known to need any special notice, farther than to contrast its present condition and strength with what it was in its early history. The historian tells us that the early adventurers from France who first landed upon the coast, found it a cold, savage region of lakes, forests, marshy jungles, and sandy wastes. A shaggy tribe peopled it,—semi-barbarians, almost as wild as the bears, wolves, and swine which roamed their forests. As the centuries rolled on, centuries of which, in these remote regions, history takes no note, but in which the gloomy generations came and went, shouting, weeping, fighting, dying, gradually the aspect of a rude civilization spread over these dreary solitudes. The savage inhabitants, somewhat tamed, increased in numbers, and there appeared a tall and manly race of fair complexion, light hair, stern aspect, great physical strength, and very formidable in battle. Generation after generation passed away, leaving no record but war and woe; bloody strife and fierce battles being life's great business. There was little for ignorant, degraded, brutal man to enjoy; his sufferings and pleasures differed little from those of the beast; his brutal nature could give him little else. It was only by degrees that out of this chaos anything like governmental order arose. There was little effort made to encourage universal education before the beginning of the eighteenth century. But from the commencement of the reign of Frederick the Great to the present day there has been the closest watch kept over the educational interests of the kingdom. Systems of education were adopted which were deemed best to secure the end

desired, a prominent feature of which was that all children between certain ages were compelled to attend the schools. How great the change wrought in this people in the last one and a half centuries! From those wild, uncultured, unorganized tribes, without commerce, without manufactures, or anything that could be called an intelligent and successful system of agriculture, they now form one of the most intelligent and thoroughly cultivated nations of the world, and have become a kingdom so powerful as to make other kingdoms and empires tremble. One has said of Prussia: "First among the nations to adopt systematic regulations for the instruction of the people, and faithful to this policy through the strifes and upheavals of more than three hundred years, Prussia is fully entitled to its present rank as first in the educational world." Thousands are attracted every year to its universities and higher schools of learning to complete an education elsewhere commenced. England and America furnish annually numbers of students for the German universities. The schools of Prussia have given to the nation its glory and its power.

The system of popular education in Switzerland, in many of its features, resembles our own.

The United States Commissioner to the Paris Exposition, in his report on education, says of Switzerland: "There is, in fact, no national system, each cantonal division of the republic, of which there are twenty-five, having its own system complete." He further says, that the spirit of the school system of this country is at once Christian and democratic. Its administration rests primarily in the cantonal minister of public instructions, with shared or delegated aid from a board made up of three or more members elected from the communes, or sections, which are the only divisions known to the cantons. These communal directors are, one for each, elected by the people to look after the schools of its locality, and furnish, at discretion of the minister, a board, of such as he may select therefrom, to co-operate with him for the general good of the

entire canton, which answers substantially for the purposes under consideration, to the State of our Federal Union.

The gradation of the schools is essentially German, and for the inspection there is a plan adopted similar to that noticed in several other countries—the communal inspectors reporting to the cantonal, and these to the minister, in regard to whatever relates to the fulfillment or evasion of the law and the general condition of the schools.

The provisions for securing good teachers are admirable, and in evidence that it is far enough from either the theory or practice of the Swiss citizen to consider a poor teacher as better than none, or a better teacher, at advanced pay, more expensive than one less qualified at a cheaper rate.

Attendance is obligatory in most of the cantons, unless it can be shown that children not in the public schools are receiving equally good instruction in private schools, or at home; and even then, so jealous is the State in its guardianship of this great interest, children having instruction outside of the public schools must undergo examinations to ascertain whether their proficiency equals that demanded by the system publicly administered. In some of the cantons the prescribed school age is from seven to fourteen, and in others from six to sixteen.

The policy in regard to the support of the schools is much the same as that in Germany, and a general interest is maintained in them, as vital to both individual as well as national prosperity. Whether their children attend the schools or not, all persons liable to taxation contribute to their maintenance, and eight days before each annual commencement, a copy of the school law is sent to every person interested in its observance.

“The results of the school system are most satisfactory. In Berne there is a population of less than 500,000, and yet there have been established there one university, two cantonal schools, one real school, which is a kind of polytechnic school, in which instruction is given in practical matters, two for deaf mutes,

six normal schools, five pro-gymnasias, thirty high schools, one hundred and forty-four private institutions, and one thousand three hundred and ninety-three primary schools.

"In Zurich, with scarcely more than 250,000 of population, besides having the honor of possessing the great university and the polytechnic school for the confederacy, and the usual array of normal and high schools, and schools for the unfortunate, we find no less than five hundred and fourteen primary schools, seventy-five classical, and three hundred and twenty schools of labor, giving instruction to nearly ten thousand of such as, while they must learn to work, may still learn to think."

It is but a little more than thirty years since the great mass of the people of Switzerland were ignorant, and miserably poor and degraded. At that time schools were established, and a law was passed requiring every child between the ages of six and fourteen to attend the schools. Teachers were furnished with lists of all the children in their respective districts; these names were called over every morning, and the absentees noted, and now there is scarcely a child in that country that is sufficiently sound in mind and body to learn to read, but is able to do so. The effect which this change has produced upon the national character and standing is well set forth in a circular issued by M. Duruy, the French minister of education. "It is time," he says, "to make speed. In the peaceful, yet redoubtable struggle in which the various industrial nations are engaged, victory will not be to that one which can command the greatest number of hands, or the greatest amount of capital, but to the nation whose working classes are the most orderly, the most intelligent, the best educated. Should any one doubt the importance of the revolution taking place, let him look at Switzerland; that country of lakes and mountains which nature has made so beautiful, while at the same time denying it every condition requisite to make it the abode of industry; a country loved by artists and poets, but without

ports, without navigable rivers, without canals, and without mines. Yet, from among these sterile rocks there is exported every year an amount of produce sufficient to pay for all the importations made, and more especially for the two hundred million francs' worth of goods which France alone sells to that people, which in former times cultivated mercenary warfare as its sole branch of industry. That country also produces so many skillful men, that in every commercial city of the world a Swiss colony is found holding the first rank, and in almost every great commercial house may be found intelligent clerks who have come from Basle, Zurich, or Neufchatel."

Mr. Hoyt, United States Commissioner, says: "One cause of the efficiency of public action in the cantons of confederate Switzerland ought not to be overlooked. While the population of the country is of diverse nationalities, and represents extremes of devotion in the great classes of religionists,—Catholic, Protestant, and liberal,—it has been the policy of the several governments to tolerate all religious beliefs; nay, to treat all alike generously, but at the same time, to enforce the duty of public instruction, notwithstanding the opposition of any sect. In this work Switzerland has had a fair amount of hindrance, but in evidence of the independence of the State in this regard may be cited a resolution passed in 1867 by the Grand Council of Berne, the substance of which sets forth 'that the absolute obedience which members of religious orders owe to their superiors being found incompatible with legal requirements concerning instruction, no persons belonging to such orders shall henceforth be employed upon the public educational staff, and that all such persons now employed are to be considered as having resigned.'"

Although so much space has been already occupied with statements in regard to the school systems of other countries, and the results of those systems, the purpose of this examination will not be fully realized without contrasting with these the school systems of other countries, with their results.

Austria has never obtained an enviable reputation from its schools. Although it has its eight universities of superior instruction, and sixty-five lyceums of philosophy, together with gymnasia, professional, and technical schools numbered by thousands, yet but a little more than fifty per cent of the youth of the nation ever attend the schools. In many parts of the empire the average is much lower. In one province, the attendance of boys reaches but fourteen per cent, while that of girls is but twelve. In another province, the attendance of boys is thirty-six, while that of girls is but six per cent. In the more northern provinces, where the people come more directly under the influence of a liberal culture of other people, the statistics show a much larger attendance; in some instances as high as ninety per cent.

There is a general want of efficient supervision of the schools. The qualification of teachers is little cared for, and very loose provisions are made to secure prompt and constant attendance. This indifference is not wholly the fault of the government. There are many difficulties with which it has to contend in establishing anything like a national system of public instruction. Principal among these are the great diversity of its populations, with no homogeneous principle of unity among them, and the powers of the church and an aristocracy, both averse to the liberal diffusion of knowledge among the masses of the people. These, like an incubus of great darkness, have rested for generations upon the vast possibilities of its intellectual development. The popular prejudice against a universal and liberal education, made the general government exceedingly cautious in actions to promote the educational interests of the nation.

M. Baudouin, the French school commissioner to Austria, in speaking of the policy of the government before the war with Prussia, says:

"Austria, while opening the door to progress and the exigencies of the times, is careful not to permit the entrance

of enough of that ample instruction which inspires the desire of knowledge and investigation, which produces explorers and inventors in all pursuits. All that is necessary to train to the exercise of manual skill, of a trade, collections of products, of mechanics, of drawing, of sculpture, special courses, practical experiments, laboratories, is given liberally and with profusion. But that which might inspire a taste for liberal studies, awaken ideas, give birth to a spirit of inquiry, is always systematically refused, for the fear of exciting the spirit of investigation, and inspiring a desire for independence. It is the ancient system. It was yet possible when Austria was impenetrable and destitute of communications with other countries; it is so no more when, with railroads and the press, Vienna is now but a day from Leipsic and Paris."

The enfeebling influence of this want of mental culture has been made most fearfully apparent, and no nation realizes it more fully than Austria. Prussia, with its army of educated men, thoroughly familiar with the tactics of war, came upon the opposing Austrians like an avalanche, and crushed her army by a single blow. Terror-stricken, they look for the cause of this sudden and utter overthrow. It was not found in the quality of her arms, or in the physical strength of her soldiers, but in the lack of mental training. One, in speaking of the educational effects of this war upon Austria, says:

"Since the war with Prussia, Austria, having lost her military prestige and some of her provinces, has commenced a career of constitutional government and educational progress. She is breaking off the fetters which the concordat of 1855 riveted upon all that was free, and noble, and progressive in her dominions, and is entering upon a course which promises to place her among the freest and most prominent States of the continent.

"The Austro-Prussian war has afforded a vivid illustration of the power of education over ignorance, even in the battle-field,—of the superiority of mental discipline to mental crude-

ness,—of free thought and intellectual activity over intellectual enslavement and torpor. I last year asked a distinguished Prussian Minister of State, to what he primarily ascribed the superiority of Prussia over Austria in the recent war. His Excellency replied, that in his opinion it was not in the men physically, or in military skill, or prowess, but in the sound and universal education of the Prussian soldiery, which combined in each Prussian soldier the intelligence and discipline of an officer, and gave him a momentum equal to many of the uneducated and feeble enemy.

“That which is true in the army and on the field of battle, is true in a much higher degree in all other relations and pursuits of life. Education, with the inspired Book of divine truth and human liberty, makes the man, makes the country, makes the nation.”

The people of Austria became fully sensible that the superior education of the Prussians gave them their overwhelming power, and they at once determined to secure a radical change in their educational system. A report, made the year after their defeat, expresses the universal feeling of the people in the following language: “Never did the cry for a better system of national education in general, and for an improved system of professional education in particular, resound more loudly than after the terrible events which fell so heavily on our country. The dictum that not the needle-gun, but higher national education conquered us, struck home so forcibly that it was repeated on all sides, and became almost a proverb among us. Radical changes were clamored for, and in their zeal for improvement, people seemed to forget that there was any good at all in the established system.” The demand of the people was heard, and already a completely remodeled system has been adopted, one so full and free as to be regarded the model school code of Europe.

Thus has Austria been compelled to adopt measures which will prove of the utmost value to the nation; measures which,

if they had been adopted earlier, would have saved the nation from her terrible humiliation.

In France, at a very early period, laws were passed requiring all parents and guardians to send their children, or those under their charge, to the public school, but the law was entirely inoperative. The schools were nearly worthless; no person competent to take charge of them could be found who would consent to teach for the meager salary paid, it being only two hundred francs a year, with a place furnished for him to live in, this usually corresponding with the salary paid. From 1832 to 1837 M. Guizot was Minister of Public Instruction, and during his administration there was a reorganization of the school laws, and the law of 1833, as it is familiarly called, was ordained.

This law required every commune to support at least one school, and also that it should be open gratuitously to all indigent children, without exception. Proper provisions were made to ensure the existence of the schools thus established. Normal schools were also required to be established in each department, and supported at its expense. Religious instruction was made obligatory, but the children of dissenters were permitted to take lessons from ministers of their own order.

This law was the means of establishing a large number of schools, yet there were one or two defects which were well nigh fatal to the profitable working of the law. One was the meager salary provided, which was only two hundred francs, a sum so small as to bring public contempt upon the one who should accept it. Another fault of the law was the lack of any provision requiring the attendance of pupils. The friends of education in France called this a timid law, because it did not make instruction obligatory. Guizot, however, sneered at the idea of introducing any provision into the law requiring attendance upon the public schools, deeming such requisition both unnecessary and unjust. This is what he says: "The first point, and one which, not only in my estimation, but in

that of many sound thinkers, still remains undecided, was, whether the elementary education of all children should be an absolute obligation by law on their parents, and supported by specific penalties in case of neglect, as adopted in Prussia and in the greater portion of the German States. I have nothing to say in respect to the countries where this rule has been long established and acknowledged by national sentiment. There are certainly beneficial results. But I must observe that it is almost exclusively confined to nations hitherto exacting little on the question of liberty, and that it has originated with those with whom, through the Reformation of the sixteenth century, the civil power is also in matters of religion, or touching upon religious subjects, the sovereign authority.

"The proud susceptibilities of free peoples, and the strong mutual independence of temporal and spiritual power, would accommodate themselves badly in this coercive action of the State on the domestic economy of families; when not sanctioned by tradition, the laws would fail to introduce it, for either they would be confined to an empty command, or to compel obedience they would have recourse to proscriptions and inquisitorial searches, hateful to attempt, and almost impossible to execute, especially in a great country. The National Convention tried, or rather decreed this in 1793, and amongst all its acts of tyranny, this, at least, remained without effect.

"Popular instruction is at present, in England, whether on the part of national or municipal authorities, or of simple citizens, the object of persevering zeal and exertion. No one proposes to enforce the obligation on parents by law. The system prospers in the United States of America, where local governments and private societies make great sacrifices to increase and improve the schools, but no efforts are attempted to intrude into the bosoms of families to recruit the scholars by compulsion. It forms a characteristic, and redounds to the honor of a free people, that they are at the same time confid-

ing and patient; that they rely on the empire of enlightened reason and well understood interests, and know how to await their results. I care little for regulations that bear the impress of the convent or the barrack-room. I, therefore, expunged constraint from my bill on elementary education, and none of my fellow-laborers insisted on its being retained, not even those who regretted the omission."

The inquiry as to the results of this law naturally arises. These were very manifest; in two years the Normal schools were increased from thirteen to seventy-six, with more than 2,500 students in attendance. The public schools were in four years increased from 10,000 to nearly 15,000. But the statistics show a great lack of attendance. Of the four millions of children between the ages of seven and thirteen, seven hundred thousand never enter the school-room at all, and of those who attend, one-third attend but a few months, and the degree of instruction attained corresponds with the attendance.

M. Duruy, French Minister of Public Instruction, in his report in 1864, says that "two-fifths of the children leave the schools, having learned so little that they soon forget it all; and the other three-fifths profit little by their instruction, as may be inferred from the degree of literary attainment among the militia. In 1862, one-third of the conscripts could neither read nor write. Of 100 men contracting marriage, 28 could not even sign their names, and 43 out of 100 women were completely illiterate. When we reflect, moreover, that a large proportion of the laboring classes can only painfully trace their names, we shall conclude that nearly half the population is plunged in ignorance; that is to say, their knowledge even of reading and writing is of no practical advantage to them. And this is not all. Sad as the picture is, it does not half express the real truth; it gives no exact idea of the depth of ignorance in which the larger part of France is buried. A statistical chart recently published by M. Manier, under the auspices of the Minister of Public Instruction, gives us at

once a full view of the deplorable situation. Upon this chart the several departments are tinted with different colors, after the number of illiterate conscripts furnished by them from 1857 to 1861. The white indicates those in which there were but five in a hundred who could not read nor write; and the black at the other extremity of hues, those in which the proportion was sixty-six in a hundred, or two-thirds. Of the first color are only four to be seen, while there are twenty-five of the black, which comprises all Bretagne, all the center of France, and many of the departments of the south. An orator in the Chamber of Deputies has very well said that this chart resembles a dark and gloomy sky, through which a few rays of light find their way only to make the darkness visible. In certain departments the ignorance of the women is as general as in the kingdom of Naples, or in Spain. Thus, in Ariege, only 14 in 100 could sign their marriage contract."

In other parts of France the ignorance was almost as great. This condition did not arise from the want of schools, but from a most stupid indifference on the part of parents in regard to the education of their children. This testimony upon Guizot's opinion, that any compulsory provision of law for education was unnecessary, is a sad commentary. M. Duruy asks: "Is it possible much longer to tolerate a condition of things so sad, so humiliating in a country of universal suffrage, where each one, man and woman, ought at least to know how to read and write? It is frightful to think that the destinies of a country like France, and, in a measure, the destinies of all Europe, are wholly dependent upon the vote of a crowd incapable of knowing the truth, and of discerning their own true interests."

In speaking of compulsory education, one has said: "The objections to such a law, made by Guizot, appear ludicrous in a Frenchman who submits to the military conscription and the omnipresence of the police without a murmur of dissatisfaction. The laws that drag a man into the army, or force his

children into the school, may be equally arbitrary and equally a violation of personal liberty, but if there is any choice between being educated and being shot, the preference would be given to education. The discipline of the school and the drill of the army are both necessary to the nation, promoting the national strength; and the recent experience of the United States and Prussia proves that the discipline of the school will add to the efficiency of the soldiers. The compulsory laws of Germany and Switzerland are of recent date. The high state of education is not due to their enactment. They have been passed to meet exceptional cases. When the parents of ninety-nine families in a hundred voluntarily send their children to the public schools, or provide at home or in private schools for their education, they will not think it an inquisitorial search when public officers inquire into the matter. When education has reached a point where not more than one family in a hundred neglects it, and not more than five children in a hundred are absentees or truants, then it is easy to enforce attendance by a compulsory law. The community will uphold it. It will be what all laws ought to be in every enlightened country—the statutory expression of the public will. When it is agreed that ignorance is a political and social evil, then it becomes a public duty to remove it. It will then be considered that a man has no more right to let his children grow up in ignorance than he has to train them for pickpockets and thieves.

“Vice has an affinity for ignorance, and clings to it as iron filings cling to a magnet. To dispel ignorance is to diminish vice. The school is a social detergent for the removal of vice. Children come out of the public schools with clean morals, or at least they are there subjected to a cleansing process, which prepares them to resist and repel vice from without, and to control and subdue their own evil inclinations. For the ignorant man is not less the dupe and prey of designing wickedness than the victim of his own blind and unbridled passions.”

It might have been impossible to have inserted in the law of 1833 a compulsory clause that would have been effective, as it would have been difficult to have executed it. There were then neither schools nor school-houses. It would have been impossible to execute such a law so long as there were no schools to which all the children could go. The people were too ignorant to understand the design or importance of such a law. To have enacted such a law would have been simply to re-assert an inoperative statute that would still remain inoperative. It is very singular, however, that such a man as Guizot, who had thought so long and so well upon the grand theme of universal education, and understood so well its influence upon a national government, should have maintained such sentiments in regard to right of compulsory education. To sneer at the provisions already existing, or to condemn the council that enacted them, was, to say the least, a weakness, for no one knew better than he that laws never execute themselves. The only reason why they were not executed was, the people were not for education. The law was in advance of public sentiment, and, hence, the opposition to it, and the impossibility of executing it. If the sentiment of the nation had been such as to have sustained this law, the France of to-day would have made a very different record from that she has been making for the last few months. France is now gathering a fearful harvest, the fruit of a mistaken policy. The zeal and intelligent earnestness of Guizot, in carrying out the provisions of the law he had secured, are beyond praise, and had he as earnestly urged the execution of the compulsory provision which he found incorporated in the general laws, or had he insisted upon the application of the provision so far as it was possible, it would have been but a few years before it would have been the universally accepted and adopted law of the nation. Prussia would have then found a vastly different army to cope with from that which she has met, and so suddenly and fearfully crushed, or the one she so firmly holds in its beleagured capital.

A mistake, however honestly made, will never fail of its evil results; these will follow as certainly as if they had been intended, and their consequences are as fatal. Compulsory education would doubtless have saved France its fearful humiliation. But the people would not submit to the demands of the law, and those in power declared the law unjust and tyrannical, and now France is weighed in the balance and found wanting.

It is not necessary to continue this examination further. Various conclusions may be drawn from what has been learned of the working of the school systems of these several countries, one of which is, that it requires something more than making the schools free to secure the attendance of all the children of proper school age. Positive compulsory laws, with appropriate penalties, were required, and these proved effective.

The free schools of this State have not been in operation long enough to determine their complete power and influence in securing the attendance of all who ought to be found in school. The results have been gratifying, but as yet fall far short of reaching the desired end.

There are many of our citizens whose education is very limited, if not entirely wanting, who are utterly indifferent to the education of their own children, or of those under their care. There is no power in our school laws to require the attendance of a single child; they are present or absent, as the parents or guardians may choose. The claim is made and insisted upon, that it is a matter that concerns no one but the parents themselves whether their children are educated or not, that they have the right to say whether their children shall attend the schools, or not, and to interfere at all with this right violates the fundamental principles of our democratic institutions. In governmental relations there are other and more important interests to be considered than those of individuals. Individual rights cannot conflict with public rights, for the

right of the individual ceases when its enjoyment is inconsistent with the public welfare, and more especially if the power and efficiency of the government are endangered thereby. This principle was fully recognized by the early founders of our government. In 1642, less than twenty-five years from the landing of the Pilgrims, and only twelve years after the settlement of Boston, we find the General Court of the colony of Massachusetts Bay making the following enactments:

“Forasmuch as the good education of children is of singular behoof and benefit to any commonwealth; and whereas, many parents and masters are too indulgent and negligent of their duty in this kind,

“It is, therefore, ordered by this court and the authority thereof, that the selectmen of every town, in the several precincts and quarters where they dwell, shall have a vigilant eye over their brethren and neighbors, to see, first, that none of them shall suffer so much barbarism in any of their families as not to endeavor to teach, by themselves or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue, and have some knowledge of the capital laws, upon penalty of twenty shillings for each neglect therein; also, that all masters of families do, once a week, at least, catechise their children and servants in the grounds and principles of religion, and if any be unable to do so much, that then, at the least, they procure such children or apprentices to learn some short orthodox catechism, without book, that they may be able to answer to the questions that shall be propounded to them out of such catechism by their parents or masters, or any of the selectmen, when they shall call them to a trial of what they have learned in this kind; and further, that all parents and masters do bring up their children and apprentices in some honest, lawful calling, labor, or employment, either in husbandry or some other trade profitable to themselves and the commonwealth, if they cannot train them up in learning

to fit them for higher employments; and if any of the selectmen, after admonition by them given to such masters of families, shall find them still negligent of their duty in the particulars aforementioned, whereby children and servants become rude, stubborn, and unruly, the said selectmen, with the help of two magistrates, shall take such children or apprentices from them, and place them with some masters for years—boys till they come to twenty-one, and girls eighteen years of age complete, which will more strictly look unto and force them to submit unto government, according to the rules of this order, if by fair means and former instructions they will not be drawn into it.”

The court also ordained that public schools should be organized in every township containing fifty families, and when the number of families should be increased to a hundred, a grammar school should be established, and a teacher employed “able to instruct youths so far as they may be fitted for the university.”

“Such,” says the historian, “was the commencement of public instruction in America. The first educational institution was an endowed college (referring to the establishing of Harvard in 1636), and the first system of elementary education was a compulsory one. It was not left to a settlement of even fifty families to say whether it would have a school to teach reading, writing, and arithmetic, or not; or to a village or neighborhood of a hundred families to say whether it would have a classical and mathematical school or not; nor was it left to any parent or master to say whether he would teach his children and domestics to read the English language or not. The common-school education of each child was an original condition of settlement, a fundamental principle of the social compact, as between parents and children, masters and apprentices and servants, under the guardianship of the State; and from this seed-plat have grown and multiplied the educational institutions and systems which now enrich and bless America.”

Thus were the fundamental principles of the school system, as they are found to-day in Massachusetts, established more than two hundred years ago. The expression of the law has been modified and changed from time to time, yet the principle is unchanged, as will be seen by the following law, enacted in 1846, taken from the general statutes :

“SECTION 1. Every person having under his control a child between the age of eight and fourteen years, shall annually, during the continuance of his control, send such child to the public school in the city or town in which he resides, at least twelve weeks, if the public schools of such city or town so long continue, six weeks of which time shall be consecutive; and for every neglect of such duty, the party offending shall forfeit to the use of such city or town a sum not exceeding twenty dollars; but if it appears upon the inquiry of the truant officers or school committee of any city or town, or upon the trial of any prosecution, that the party so neglecting was not able, by reason of poverty, to send such child to school or to furnish him with the means of education, or that such child has been otherwise furnished with the means of education for a like period of time, or has already acquired the branches of learning taught in the public schools, or that his bodily or mental condition has been such as to prevent his attendance at school, or application to study for the period required, the penalty before mentioned shall not be incurred.

“SEC. 2. The truant officers and the school committees of the several cities and towns shall inquire into all cases of neglect of the duty prescribed in the preceding section, and ascertain from the persons neglecting, the reasons, if any, therefor; and shall forthwith give notice of all violations, with the reasons, to the treasurer of the city or town; and if such treasurer willfully neglects or refuses to prosecute any person liable to the penalty provided for in the preceding section, he shall forfeit the sum of twenty dollars.”

This law was established to meet the want resulting from the large influx of foreigners who were totally illiterate. The census tables showed the very strange fact for Massachusetts, that there were thousands of her citizens who could neither read nor write. It was found necessary to use more stringent means to bring the children of these people into the public schools; hence the law.

Other laws were enacted to prevent truancy and absences from school. The end designed to be attained is clearly seen in Sec. 2 of the act concerning truant children and absentees from school. This section reads as follows: "Any minor convicted of being an habitual truant, or any child convicted of wandering about in the streets or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years, may, at the discretion of the justice or court having jurisdiction of the case, instead of the fine mentioned in the first section (which was a fine not to exceed twenty dollars for a breach of such by-laws as any town or city might enact to prevent truancy), be committed to any institution of instruction, house of reformation, or suitable situation provided for the purpose, under the authority of the first section, for such time, not exceeding two years, as such justice or court may determine."

By-laws have been formed and enforced in many of the cities and towns with the very best results.

This practical question now presents itself to us: Can similar laws be enacted and enforced in this State, so that a more general attendance upon the schools may be secured? Public sentiment has so much to do in the decision of all such questions, that but little can be determined with regard to them without first knowing what this sentiment is. It would be impossible to enforce such a law in this country if the popular will is against it. Effective laws are but the expression of the public will. Hitherto the general sentiment would not have

sustained any compulsory enactment. There is evidently a change taking place among the people, and many are now beginning to feel that some measures must be taken to secure a more general and constant attendance upon the public schools. If the opinions of men, as frequently expressed in free conversation, can be taken as an index of the general sentiment of the people, and especially when these opinions correspond with the frequent utterances of the press, there can be no doubt that the people are in favor of some form of compulsory education; for all insist that parents and guardians should be required by law to give to all the children of lawful age under their charge the advantages of school. We cannot, as a people, long neglect to give attention to this matter, and our institutions remain safe.

COUNTY SUPERINTENDENTS.

It is nearly four years since the organization of the system of county superintendency. The system met with determined opposition at the time it was adopted, and some of its enemies still remain violent opposers. Most of these have given little or no attention to the practical working of the system, and know nothing of the advantages resulting from the labors of the superintendents.

Those who oppose the system base their opposition upon several grounds. One complains that the wages of teachers has been increased, but these same do not deny that better schools are taught by those teachers who command higher wages. Another complains that the superintendent does not visit all the schools, or his visits are seldom made, and this complaint not unfrequently comes from those who have deliberately reduced the salary of the superintendent to the lowest point the law will allow, and restricted the time of his labors to the least number of days. The fact was apparent to the friends of the system, at the time of its adoption, that too much territory was given to many of the superintendents, to enable them to do the work required of them as thoroughly as

it ought to be done, but this was the best arrangement that could be made at the time, as no law could have been passed giving them less territory. Another class of complainers comprises those who have been found wanting on examination and have failed to receive certificates. These are often very certain that the system of county superintendency is an utter failure, and they are decidedly in favor of returning to the old system, where all applicants could receive certificates by simply applying for them, which was literally true in many parts of the State. But we will pass from these complaints, to see if any good has resulted from the system. That a better class of teachers is found in the schools, is evident to every one who has been at all observant. By those best qualified to judge, the opinion is often expressed that the teachers now employed in the schools are far in advance of those usually found before this system was inaugurated. This testimony comes from those who are disinterested, so far at least as the office itself is concerned. To those who have been accustomed to meet with the teachers from different sections of the State, the change is very apparent. Those persons who have been employed to lecture in the Teachers' Institutes for the last fifteen years are surely competent witnesses in this case, and their united testimony is that the class they now meet is far in advance of the one attending the Institutes in former years. The testimony of the county superintendents is entitled to credit, and should have great weight. Although interested witnesses, they are candid, truthful men, who mean to express their candid opinions. These men state that great improvements have been made in the schools; that a wide contrast appears between the schools now taught and those of past years; that a great improvement is seen in the teachers. This might be expected, for it has been the constant aim of the superintendents to induce the teachers to strive to perfect themselves in the branches they are required to teach, as well as in the art of teaching. These efforts have produced their legitimate fruits: these

teachers are becoming more and more competent to perform the duties of their profession.

The influence of the superintendents is seen in the character of the reports that are sent to the Department of Public Instruction. Never have the reports been so satisfactory as those of the present year. Although many defects still exist, yet they are far more reliable than those of former years. The influence of the superintendents is also seen in the general interest which has been excited in the schools, as shown by the number of visits which have been made by school officers during the past year, as compared with those of former years. It was formerly a rare occurrence to find school officers visiting the schools. A few of the school inspectors were men deeply interested in education, and were ready to devote time to visit frequently the schools under their care. These visits were very valuable. But such instances of devotion were exceedingly rare. The simple fact was, the most of the schools were not visited at all. Since the appointment of superintendents, there has been a constant increase of visits reported, and although it is now less than four years since the system was inaugurated, there were reported, the last year, more than 12,000 visits from directors alone. The superintendents often speak of this manifest increase of interest of the school officers, and also of the parents. Their influence is also seen in the improved methods of conducting the schools. There is now, very generally, more or less of order and system in the management of the schools, varying, of course, with the experience and ability of the teacher; formerly, there was but little of plan or method to be found in the mass of them.

It is not claimed that all has been done that might have been, that all the favorable results have been realized that the system is capable of producing. In some instances there may have been mistakes made in the selection of men to fill the office,—men of less experience than should have been selected; some may have been negligent; if so, the number is very

small. The great majority have been honest men, who have labored faithfully. But this is true: many of them have been greatly crippled for want of sympathy and co-operation on the part of those from whom they had a right to expect both. No man can labor as efficiently, if under a kind of ban, or an implied censure, as when he has the approval of his associates. It cannot be denied that the superintendent, in some instances, has been looked upon as an interloper by his associates in office, although elected by the same constituency, and in every way their peer. It must be a source of very great embarrassment to any officer, after laying his plans and marking out his work, under the impression that there would be ample time at his command to enable him to do the work thus proposed, to find that time reduced to a limit in which it would be utterly impossible to do the work in the most hurried manner. This embarrassment arises not merely from want of time, but he is depressed from the censure implied in the reduction of time, and if the salary is at the same time reduced to the minimum limit, the censure is the more severe, and the discouragement the greater. It would be surprising if the most competent man could be at all successful in any work under such circumstances, and the more surprising if he should succeed in a work like this. It is no part of the design of this report to discuss any question or to defend any class of officers, or to blame others. The purpose is to state, so far as space will allow, the results of the system referred to, and if there has been a failure, or even an apparent failure, to show the cause, if possible, that it may be made known whether the fault is in the system or in the officers, or whether it was from outside either of these and beyond their control. It may be found that the system is defective, and the officers may not have been efficient, and there have been detrimental influences from other sources. The facts have been stated as they appear, and each must draw his own conclusion. It is believed, however, by those who have given the subject the most attention, and

have had opportunities to watch the labors of the superintendents and note the results, that a good work has already been done, and that its influence will be permanent. They further believe that, if care should be taken in the selection of men to fill the office, and they should receive the hearty support of all interested in the success of the schools, they would be enabled to do a work of immense value, when its aggregate is considered,—a work that would command the confidence of every one, and would ultimately secure the earnest support of every friend of universal education.

SCHOOL-HOUSES.

There have probably been more school-houses erected during the past year than during any one year before. A very fine school edifice has been completed in Marshall, taking the place of the one built many years since. These two buildings, the old and the new, present a wide contrast, showing the great advancement made in school architecture during the last fifteen or twenty years. The old house was looked upon as quite a model when it was built, and it was then really a model; there were few, if any, superior school-houses in the State. There now stands in its place an edifice so far superior to it in external appearance, in its ample dimensions, in internal arrangements and various appointments, as to leave any other than pleasant memories of the old, ill-arranged, unventilated, poorly-lighted structure, now gone. In Paw Paw, also, a beautiful and convenient school building has been completed. This, too, takes the place of the one that was once considered to be remarkably adapted to school purposes. But the town and the times had entirely outgrown its dimensions and conveniences, and the present beautiful and imposing edifice takes its place.

The new edifice in Battle Creek is one of rare beauty. It is located on one of the highest elevations in the city, overlooking the town and the surrounding country. In dimensions

and internal arrangements it is nearly the exact counterpart of the one in Adrian, but making such modifications as seemed desirable in the mode of ventilation and the plan of heating. It is proposed to heat the entire building by the use of steam. The plan adopted differs in some respects from that usually followed, and the results will be watched with interest. If the plan should prove successful, it will greatly modify the present system of heating. These edifices are among the most expensive that have been erected, but a large number of the smaller towns have built houses which are a great honor to the citizens, and have taxed the people to build them quite as severely as those of the larger towns.

A very large number of school-houses have been erected in the country districts. The superintendents report that many of these are very convenient, and well adapted to the purposes for which they are to be used. In the more populous districts larger houses have been erected, consisting of two rooms, thus permitting a partial grading of the school; these houses, or many of them, are heated with a furnace, they have been tastefully built, and are furnished with the most approved modern seats and desks, and are well supplied with blackboards and other general apparatus.

SMALL DISTRICTS.

The tendency to divide the territory into smaller districts has been referred to in former reports. This disposition still continues, even in sparsely settled portions of the State. The desire to be near the school-house leads to these divisions. The result is, a very feeble district, able to build a small school-house and employ an inferior teacher, at a cost for each pupil of twice, and often more than twice, the cost for a pupil in the best schools in the cities and large towns. There is a limit to the division of territory into districts, beyond which it is not profitable to go, although it is convenient. Conveniences are often purchased at too great an expense. To

employ a teacher at three dollars a week to take charge of a school numbering fifteen or twenty pupils, costs more every way than a school having from forty to sixty pupils, and the teacher paid five or six dollars per week. The tuition of each pupil costs less money in the larger one, and the instruction given is usually more than twice the value of the other. The best method of districting the State is to make the township constitute the district. This is especially true in the more densely settled portions. Better and cheaper schools could then be maintained, courses of study arranged, permanent teachers employed, more constant and regular attendance secured, the school year could be divided into three terms, devoting to vacations that portion now nearly useless, so few are the number of pupils in attendance. A large and valuable library could be gathered, and every year greatly improved; the size and value of the library, and its ease of access, would ensure a more general reading of the books. In whatever way this mode of districting is considered, the advantages are evident. The formation of small districts should not be encouraged, and unless there are most manifest advantages to be secured by a division, it should never be made.

TEXT-BOOKS.

The great diversity of text-books still exists, and the evil is as sorely felt as in past years. Many of the superintendents have endeavored to secure a uniformity in their respective counties. The effort has not been entirely unavailing. A more general movement is contemplated that will, if successful, result in the adoption of a uniform system of text-books in the district schools, if not also in the graded schools. The positive, yet diverse opinions held by teachers and others, in regard to the comparative merits of the different series, has been a serious obstacle in the way of making the text-books uniform in the schools long ago, and to secure this now, individual preferences must be disregarded. There is no series of

books so far superior to all others as to make the success of the school depend upon its use. If a series, by many deemed inferior to another, should be chosen, the schools would suffer far less from its use than they now suffer from this great diversity. It is hoped that measures will soon be adopted to bring the same books into all the schools.

COUNTY SUPERINTENDENTS—MAY, 1869, TO MAY, 1871.

COUNTIES.	NAMES.	POSTOFFICE.
Allegan.....	P. A. Latta.....	Otsego.
Barry.....	John H. Palmer.....	Nashville.
Bay.....	Archibald L. Cumming....	Portsmouth.
Benzie.....	A. E. Walker.....	Platt.
Berrien.....	Henry A. Ford.....	Niles.
Branch.....	A. A. Luce.....	Gilead.
Calhoun.....	Bela Fancher.....	Homer.
Cass.....	Irving Clendenen.....	Dowagiac.
Charlevoix.....	J. S. Dixon.....	Charlevoix.
Clinton.....	E. Mudge.....	Maple Rapids.
Eaton.....	Calvin G. Townsend.....	Vermontville.
Genesee.....	Sam'l E. Perry.....	Flint.
Grand Traverse.....	J. B. Haviland.....	Whitewater.
Gratiot.....	Giles T. Brown.....	Ithaca.
Hillsdale.....	Stephen N. Betts.....	Hillsdale.
Houghton.....	P. H. Hollister.....	Hancock.
Huron.....	Chauncy Chapman.....	Port Austin.
Ingham.....	George W. Brown.....	Williamston.
Ionia.....	J. W. Carus.....	Portland.
Isabella.....	Charles O. Curtis.....	Mt. Pleasant.
Jackson.....	W. Irving Bennett.....	Jackson.
Kalamazoo.....	Wm. T. Smith.....	Schoolcraft.
Kent.....	Henry B. Fallass.....	Fallassburg.
Keweenaw.....	G. R. Dwelly.....	Copper Falls.
Lapeer.....	J. H. Vincent.....	Lapeer.
Leelanaw.....	S. J. Hutchinson.....	Northport.

COUNTIES.	NAMES.	POSTOFFICE.
Lenawee	C. T. Bateman	Adrian.
Livingston	Wm. A. Sprout	Pinckney.
Macomb	Daniel B. Briggs	Romeo.
Manistee	J. W. Allen	Manistee.
Marquette	W. B. Cochran	Marquette.
Mason	J. E. Smith	Colfax.
Mecosta	Michael Brown	Big Rapids.
Midland	John R. Jones	Midland.
Monroe	Elem Willard	Monroe.
Montcalm	J. F. Covell	Stanton.
Muskegon	A. I. Loomis	Muskegon.
Newaygo	Cyrus Alton	Newaygo.
Oakland	D. E. Wilbur	Pontiac.
Oceana	A. A. Darling	Hart.
Osceola	S. F. Dwight	Hersey.
Ottawa	A. W. Taylor	Nunica.
Saginaw	J. S. Goodman	East Saginaw.
Sanilac	Charles S. Nims	Lexington.
Shiawassee	J. W. Manning	Pittsburg.
St. Clair	John E. Clarke	St. Clair.
St. Joseph	L. B. Antisdale	Nottawa.
Tuscola	Samuel N. Hill	Vassar.
Van Buren	Edward Cleveland	Lawrence.
Washtenaw	George S. Wheeler	Ann Arbor.
Wayne	L. R. Brown	Rawsonville.

The following counties, not reporting ten organized districts, have no county superintendents: Alcona, Alpena, Antrim, Cheboygan, Chippewa, Delta, Emmet, Iosco, Mackinac, Manitou, Menominee, Ontonagon, and Wexford.

REPORTS OF COUNTY SUPERINTENDENTS.

ALLEGAN COUNTY—P. A. LATTEE, SUP'T.

The whole number of districts reported this year is 161, against 162 last year, there being more of a disposition than ever before, among the people, to establish large and strong schools, thereby securing better advantages for their children, as better and more capable teachers can thus be obtained, and a school sustained for a longer time.

There have been built, the last year, ten new school-houses, including the new Union building at Plainwell, erected at a cost of about \$12,000, including the furniture and apparatus, which is of the latest and most approved style. The building is pleasantly located, the work of the most substantial character, the rooms arranged and finished in accordance with the latest styles of school architecture. The citizens of Plainwell may well feel proud of their house, as it will ever remain a monument to their liberality and enterprise. Most of the district houses are a great improvement on those that preceded them, and all of them indicate that more attention is being given to the comfort and health of the pupils while in attendance at school. Several houses have been repaired and arranged more conveniently for school purposes. It gives me pleasure to state, more attention than ever before is being given to fencing and adorning school grounds.

I have granted, since my last report, 333 certificates, as follows: Eight of the first, 75 of the second, and 250 of the third grade. There is a commendable desire on the part of the teachers of the county to advance in their calling, and they

have quite generally availed themselves of the opportunities offered them to better qualify themselves for the faithful discharge of their duties. In this respect I can report a marked improvement among the teachers this year. There have been held, during the year, four meetings for improvement in the art of teaching, including the State Institute held at Plainwell on the 4th of last April. There were one hundred and sixty teachers in attendance at the State Institute, and the benefit derived from the instruction given was very apparent in the schools of those who attended.

The other meetings were held under the auspices of the Allegan County Teachers' Association, and included instruction on methods of teaching, accompanied with evening lectures on general educational topics.

Three hundred and sixty teachers, in all, have attended these meetings, and much interest was manifested by the people in the exercises on methods and the evening lectures. Those in attendance were generously entertained free by the citizens wherever these meetings have been held. I am confident that the benefits of these meetings will be seen in the schools in the future.

I have this year made 253 visits in the schools of the county, exclusive of those to the departments of the Union schools. I have invariably examined the classes and observed the state of discipline of the school at the time of visitation, making a record of the same, giving illustrations of methods in all cases where needed. I have endeavored to make a specialty of school visitation, and I believe there is nothing better calculated to inspire both teacher and pupils with energy and thoroughness so well as a good, sharp examination of the school. I have at all times during these visits made such suggestions to the teachers, and given such advice to the pupils, as in my judgment would advance the interests of the school and the future welfare of the students. I have been quite frequently, during the visits, accompanied by the school officers, and in many

cases the patrons would be present, manifesting a commendable interest in the exercises. I think I have observed excellent results from these examinations.

There has been held, the past summer, a large number of school picnics, generally at the close of the term. The exercises usually consisted of singing, recitations in reading, and the examination of the most important classes, including declamation. I have, so far as my time would permit, attended these meetings, making such suggestions to the people as would likely awaken a deeper interest in the cause of education. I place a high value on the meetings, as they bring the parents immediately within the school influence, and tend to awaken them more fully to the necessity of educating their children.

The district libraries, with a few exceptions, are total failures, and under the present management but little can be done for them. I live in hopes that a return to the township system will soon be adopted. The few township libraries are prosperous and well cared for.

The attendance is more uniform than ever before, but there is an element that can never be made to attend school regularly, except through the influence of a compulsory law. Such a law will soon become a necessity, and I think would be generally acquiesced in.

I have again to report that the greatest obstacle in the way of thorough instruction in the schools of this county, and their highest degree of usefulness to the people, is the diversity of text-books in use. I have used my best endeavors, so far as I could, to remedy the evil, but I am convinced that it can never be done under the present district system, short of a law establishing a State uniformity. I deem it very important that the friends of education should move in the matter immediately, and not cease from their labors until they accomplish this desirable result. I have labored to the best of my ability for the present and future good of the schools under my charge, and trust that it will not be in vain.

I shall ever owe a debt of gratitude to the people for generous hospitality and warm sympathy extended while in the discharge of my duty, and I can but think that the future is hopeful for our schools.

BARRY COUNTY—JOHN H. PALMER, SUP'T.

The report from Barry county is, this year, one of general success, and affords ground for much encouragement. There has been nothing like a spontaneous and general awakening, yet at the same time, the person who shows but the slightest interest in educational affairs cannot fail to notice that schools, and the matters akin thereto, engross more of the general thought than they did five, or even three years ago.

Among matters worthy of favorable mention, we may notice the increasing number of good, comfortable school-houses. Fourteen houses have been completed during the past year, the most of them taking the places of structures that long ago were wholly unfit for use. The majority of these are good houses, and are well worthy of the use for which they are designed.

The Union school-houses, with the exception of the one at Middleville, have undergone considerable repairs, and are as comfortable as they can be made without enlargement. A new house is to be built the ensuing summer at the latter place, that will be an honor and an ornament to the town. At Hastings, after much deliberation, the people have concluded to erect two ward school-houses as early next season as practicable.

In a few places, some effort has been made to supply the schools with apparatus, but, generally, what is wanting is more noticeable than what is on hand. In this direction little worthy of note will be done, unless through some further legislation looking toward the proper furnishing of the school-

houses. It is as idle a task to go before the masses and ask them to vote money for the purchase of educational machinery, the value of which they do not understand, as it is to ask them to invest in any project which is to them wholly problematical. When the *law* will put certain things into the school-houses that are almost as much needed as the house itself, then the people will have them, and not till then.

The teachers of the county have generally done their work in a satisfactory manner. There have been, it is true, some failures, but none, with one exception, in which the cause could be wholly charged upon the teacher. Generally, failures occurred in those schools, a few of which are to be found, probably, in every county in the State in which failures, so called, are expected. In a school confessedly difficult to control, it is the height of folly to place inexperienced and youthful teachers, and yet this has been done in too many instances. Nor can any system of town or county supervision prevent such contracts and their consequences. They will continue so long as the director, on the one hand, contents himself with the "cheapest" teacher, and the teacher, on the other hand, for the sake of procuring a situation, shuts his eyes to the character of the school and his unfitness for the peculiar responsibilities therein imposed upon him.

During the year I have had 319 applications for certificates. Fourteen have received first grade certificates; seventy-five, second grade; one hundred and ninety, third grade; and forty have been rejected.

The age of the teachers ranges from 16 to 36, the average being 21½. There is no longer any scarcity of applicants, and while the number has been continually increasing, it is gratifying to know that the later applicants are generally fairly qualified for the work which they propose to assume.

An Institute of five weeks duration was held at Nashville, during the fall of 1869. A State Teachers' Institute was held in Hastings, in the spring of the present year. Both of

these were well attended, and the results were plainly manifest in the improved methods adopted by those who carried the knowledge there obtained, into their schools. One hundred and fifty-eight visits have been made to schools during the past year, and a number of evening lectures, on topics connected with school interests, have been delivered.

As a whole, the work of the year has been productive of some visible good. There are more and better houses, many earnest teachers swelling the ranks that a short time since were very thin, more interest among the people, and the prospect of a good time in which to work for the better time coming.

BAY COUNTY—ARCHIBALD G. CUMMING, SUP'T.

The number of school districts in the county has been increased seven since my last report, mostly in the lumbering regions in the newly organized townships. The people in the newly settled districts manifest much interest in schools, and generally the first thing done is to organize a school, even before roads are opened or worked. They are also liberal in their expenditures, and frequently pay greater salaries to teachers, in proportion to their financial ability, than do the older settled portions of the county. During the past year, a number of the school boards have made quite a noticeable reduction in the salaries paid teachers,—averaging fifteen per cent, and in some instances more, under the plea that the cost of living was cheaper. While the applications during the year for schools, from teachers of first class ability and experience, have been quite few, the school boards have been overrun with applications for positions in the public schools, from applicants a large per cent of whom were incompetent in all or several respects,—they in all cases balancing the lack of the necessary qualifications by offering to “*put in*” the time at a much less cost to the district in dollars and cents. It is to

the credit of the officers that but few of such offers were accepted, and the examinations effectually disposed of the greater portion of these. Still, the effect was injurious, as some school boards were led to believe from these offers, that teachers could be procured at a much less salary than they were paying. Thus in several cases old and tried teachers were either excluded or compelled to accept less than they were worth.

I made reference in my last year's report, to efforts then being made on my part to procure the back fine money for the library fund, which had been allowed to remain in the county and city treasuries ever since the organization of the county. I have been so far successful as to have secured some \$1,200 from the county treasurer, which has been paid over to the proper school officers of the county. I also succeeded in procuring the acknowledgement of about \$3,000, as due from the city to this fund; but owing to some derangement of the city finances, the amount has not yet been paid. I believe, however, from representations made to me by those in authority, that the amount will be forthcoming in time for distribution the coming year.

We have two Union schools outside of Bay City, employing ten teachers, well sustained and encouraged by an appreciative public and intelligent school boards. The school interests of the county have suffered quite a loss in the retirement from teaching, of the Hon. J. D. Lewis, who was truly a good and faithful teacher, and did a good work among us. I have made during the year special and strenuous efforts to remove the "multiplicity of text-books" evil, with considerable success, and I believe the agitation of the subject has been productive of so much good that by another year we shall have a uniformity of text-books throughout the county.

A greater evil, however, is the irregular attendance. Take the county as a whole, I cannot say that the percentage of those who do not attend *at all*, is unusually large, but the per-

centage of irregular attendance of enrolled children is much greater than it should be. Parents claim they have the right to keep their children at home whenever it suits their convenience to do so, and look upon the acts of school boards, compelling regular attendance on pain of expulsion, as arbitrary and illegal. Compulsory attendance, it is thought by many, would be an effectual remedy. I do not think it. I do not believe the American people could be brought to obey, or even respect, any such legislative enactment, deeming it an infringement of their rights and privileges as they understand them from their standpoint. The true remedy, in my opinion, is to educate the people up to the standard, in this particular, necessary to a proper and just appreciation of the advantages to be derived from a regular attendance, their true duties to their own children, and the rights of their neighbors. In this way, teachers, school boards, and people would work in unison and harmony, with one common object in view,—the advancement and protection of the best interests of the children.

Many improvements in school buildings throughout the county during the past year are noticeable. Two wings, each thirty by thirty feet, and two stories high, have been added to the Wenona Union brick school-house, at an expense of over \$4,000, finished in good taste, and furnished with all the modern improvements. A fine school building has been erected in the village of Essexville, at a cost of \$3,000, in which competent teachers are employed, doing good work. The school-house in district No. 2, town of Williams, was recently destroyed by fire, but, with the energy and enterprise characteristic of the good people of that town, a far superior building is now in process of erection, and will soon be ready for occupancy. During the year I have made 69 visits. I have examined 74 teachers, have rejected 14, and granted 60 certificates, viz.: First grade, 3; second grade, 17; third grade, 40. I have attended five school celebrations, five examinations at close of terms, and delivered fifteen lectures to scholars and people. I have replied to 131

communications on various subjects connected with the school matters of the county, and have written 68 letters to school officers and others, on matters relative to educational interests. I have also written for the county papers, and occasionally for others outside interested in the success of the public schools, various communications, and have from time to time published in the local papers such portions of the school law as I deemed at the particular time should be more generally known and intelligently acted upon. In this way I called the attention of the supervisors to the law imposing a tax on dogs for educational purposes, and endeavored to impress upon them the necessity, on their part, of complying with the law. In only one or two instances did I succeed. I have also made extra efforts to induce officers and parents to visit the schools more frequently, with, however, only partial success. While the interest in the schools seems unabated, I am unable to report, on the whole, any increase in the number of visitors. Ninety per cent of the visitors are passive spectators, listening attentively to the recitations, but taking no part in the examinations of classes. I shall continue to encourage the visitation of the schools by parents and others, believing it to be necessary to insure the success and well-doing of our schools.

The Union school at Portsmouth has during the past year purchased an organ for the use of the school, at an expense of \$100.

The Wenona Union school has, since my last report, raised by exhibitions given at the close of the different terms by the pupils, over \$300, of which \$250 was expended for an organ, and the balance in lamps, clocks, etc. This district has on hand \$150, and will soon purchase apparatus for the school with the same.

The people, as they become familiar with the workings of the county superintendent system, are strongly influenced in its favor, and I believe its main features are generally approved. Although in the main satisfied with the law as it now stands,

I believe it can be improved by further legislative enactment, in at least the following respects, viz: That the superintendents be appointed by the State superintendent, instead of elected, as now, by the people. I believe this would insure, uniformly, the selection of more competent men. Especially is this so when the two dominant political parties make separate nominations for this office; the competency of the candidate is not considered so much as his popularity. Years ago, when inspector of schools, in my annual reports to your office, on several occasions I recommended the creation of the office of county superintendent, and his *appointment*. My observation, for nearly four years, of the practical working of the present system has only confirmed me in my early opinion.

Under the elective system as now established, county superintendents are elected by the voters of the county, including those in such cities as may be located within the county limits. In such counties the majority of voters reside in the city or cities, and could, if disposed, elect a person other than the choice of the electors of the townships; and after having done so, he is not their superintendent, and has nothing whatever to do with the schools of those who actually elected him, for county superintendents have no jurisdiction over city schools. Nor do the city electors receive any advantages from this doubtful privilege, unless it is in contributing to pay a large portion of the salary of an officer whose services they cannot command, and over whom they have no control. Believing this feature of the law to be contrary to the right, I advocate its modification or amendment in this respect, to the end that the electors who receive the services, and contribute largely towards the salary of the superintendent, may have the privilege of choosing him.

In conclusion I can say that the schools throughout the county are in good condition, and I believe will compare favorably with those of other counties similarly circumstanced as to settlement and resources. I feel it incumbent on me to

again record the valuable assistance rendered me by school officers and people, and now return them my hearty thanks for their many acts of genuine kindness. It is also due, that honorable mention should be made of the board of supervisors, and of every individual member thereof, many of whom are district school officers, and have afforded me valuable assistance, and extended a cordial welcome, in my visits to their various townships. On the whole, we have every reason to be thankful for the good accomplished in the past, and to be hopeful of the future.

BENZIE COUNTY—A. E. WALKER, SUP'T.

I have received school inspectors' reports from all the towns in Benzie county, and herewith transmit copies of the same to the Office of Public Instruction, at Lansing.

Since November 1st, 1869, I have issued teachers' certificates as follows: Two first grade; seventeen second grade, and forty third grade. Eighteen school districts are reported, and an aggregate of six hundred and nineteen scholars. I think the schools of the county average better than last year.

I receive \$3.50 per day; time not limited by supervisors. I have been about forty days in visiting schools and examining teachers. Last April we organized a County Teachers' Association, the annual meeting of which is held the last Tuesday in April, and the semi-annual on the last Tuesday in October. Said meetings have been well attended, and I think profitable.

BERRIEN COUNTY—HENRY A. FORD, SUP'T.

Berrien county again reports a year of progress in her educational affairs. The following includes the period from November 1st, 1869, to November 1st, 1870.

THE SCHOOL DISTRICTS

Now number one hundred and forty-nine, District No. 11, Benton, reported last year as disorganized, having been restored by action of the township board. Not a new district has been created during the year. I am happy to record this fact, as exhibiting the wisdom of our people, in declining the minute subdivision of districts, and the organization, oftentimes, of two weak schools, where a single strong one may be maintained.

The pecuniary resources of the districts for 1869-70 are reported at \$87,101.77, against \$75,144.57 last year. Their total indebtedness is only \$6,286.62, exclusive of the indebtedness of the Union district in Niles city, which is \$16,000.

THE SCHOOLS.

The Union school departments and ungraded schools of the county aggregate one hundred and eighty-six, employing one hundred and ninety teachers. The graded schools are fourteen, against eleven last year. They occupy fifty-four rooms, and employ fifty-five teachers. New ones have been organized at Watervleit village, and in districts 3, Benton, and 3, Chikaming.

THE SCHOOL-HOUSES.

We have fourteen brick, and one hundred and forty-one frame school-houses. The "one log school-house" reported last year holds its ground, and another was restored to use by the reorganization of district 11, Benton. The school property of the county is valued at \$180,888.70.

The new school-houses of the year number six—one each in Niles, Bertrand, Benton, Sodus, Lincoln, and Chikaming townships. Most of them are built in good style, and seated with improved furniture. Those in Niles and Bertrand occupy the sites of school-houses burned during the year. The new Union building at Benton Harbor is a convenient and elegant structure, costing \$15,000, and occupying a commanding site above the valley of the St. Joseph. The school-house at

Watervilleit has been thoroughly reconstructed, and a large addition made to that in the Pearl district, Benton. The usual liberal expenditures for repairs, out-buildings, fences, etc., have been made. The Inspectors' reports exhibit a total expenditure of \$16,530.41, for building and repairs, exclusive of the cost of the Benton Harbor house.

There would have been more building during the year had not the fear of railroad taxation hung over several towns. This removed, a number will speedily build. It is expected that new houses for graded schools will go up during the current year at St. Joseph, Buchanan, Dayton, New Troy, and Millburg. Several country districts have also voted generously for new buildings.

Besides the school-houses in districts preparing to build, I report but seven as unfit for present use, located as follows: In district 20, Bertrand; 3, Buchanan; 5, Niles; 5, Royalton; 5, Bainbridge; Bertrand village; and the primary school-house in Berrien Springs. It is hoped that all these old rattle-traps will be soon displaced by creditable buildings.

APPARATUS.

An uncommon number of districts have this fall availed themselves of the statutory provision allowing the purchase of \$20 worth of apparatus at one time. Many schools are thus being supplied with globes, outline maps, charts, and other needful articles. In some cases, teachers purchase the cheaper kinds of apparatus and school mottoes out of their scanty resources. It may be hoped that in a very few years not a school in the county will be entirely destitute of apparatus. A special effort is now being made to get all the schools supplied with registers.

THE LIBRARIES.

The school libraries of the county are almost absolutely worthless, except in two or three of the larger towns. It seems a matter for grave doubt, whether it is worth while to

maintain the system, in view of the general indifference of the public and the universal dissemination of cheap literature.

TEACHING AND TEACHERS.

The total number of school months taught during the year amounts to nine hundred and ninety-one,—an increase over the teaching of last year, and a good average for each school. I am assured that the votes for the present year are even more liberal. Many fall schools are being kept, and very few teachers were forced to labor through the hot months of last summer. There is a general disposition to adopt the system of three terms per year; and more districts have acquired the excellent habit of continuing successful teachers through a series of terms.

The wages paid to male teachers are reported at \$7,265.95, and to women, \$26,978.12, making a total of \$34,244.07. The profession is much better paid than formerly, and good results are experienced, in more efficient work and a higher class of workers.

I have granted during the year three hundred and four teacher's certificates,—twenty-eight of the first, one hundred and eighteen of the second, and one hundred and fifty-eight of the third grade. Candidates continue to improve as the standard is elevated. Improved methods are getting rapidly into the schools. Teachers expend liberally for aids. Nearly two hundred copies of educational magazines are taken in the county.

SCHOOL ATTENDANCE AND VISITATION.

The attendance upon the schools increases. Of 12,314 children in the county, 9,738 have been in public schools during some part of the year,—80 per cent against 78.3 per cent last year, and 73 the year before. It may be observed that the attendance in this county is 8 per cent greater than was reported for the State at large last year. It will be a part of my winter's work to call upon parents whose children do

not attend school at all, and endeavor to secure their attendance. Many of our best citizens favor a compulsory law to fit such cases.

The visitation of the schools by educational officers and the people has decidedly improved. The number of director's visits for the year is four hundred and three, against three hundred and twenty last year. My own visits foot up two hundred and forty-nine, against two hundred and thirty-one last year. I have frequently met, and often hear of parents and others visiting the schools, with marked benefit to both visitors and visited.

INSTITUTES AND THEIR MEETINGS.

A State Teachers' Institute was held in Niles last April, with an attendance of about one hundred and forty. District Institutes were held this fall in the villages of Buchanan, Berrien Springs, and Benton Harbor. The County Teachers' Association is well maintained, and has held two valuable sessions during the year.

Several evening meetings have been held to promote education, and I intend to make them a special feature of this winter's work.

MISCELLANEOUS.

During a great part of the year I have contributed articles on the theory and practice of education, to the secular papers of the county, and have continued the quarterly publication of "The Berrien School Journal." A letter to the annual meetings was published in the August number, which, I have reason to believe, was productive of much good fruit.

My grateful thanks are due, as heretofore, to the public, for general hospitality and encouragement, and to the school officers for their assistance and the very excellent shape in which their annual returns have been rendered this fall.

THE COUNTY SUPERINTENDENCY.

In closing this, my fourth (and last) annual report, I desire to put on record a profound conviction of the high opportunities and capabilities of the county superintendency. If undisturbed and sustained, it has yet nobler results in store for the future than it has realized in the past. The foundations have been laid,—how wisely or unwisely time will vindicate; it is for our successors to rear the superstructure. But he who fights this good fight, meeting countless obstacles in the effort to introduce a new order of things; encountering at times coldness, indifference, even active hostility, where he should find only cordial co-operation; liable to be misconstrued, misrepresented, perhaps foully belied, may still know that there is no finer field for an honorable ambition, no better opening for large usefulness within the same territorial limits, no walk of life in which faithful labor will more surely bring the *conscientia bene actæ vitæ, multorumque benefactorum recordatio*, which Cicero accounted among the chief delights of old age. It will be an ill day for the commonwealth when the system is abolished.

CALHOUN COUNTY—BELA FANCHER, SUP'T.

This report includes one year and two months, from September 5th, 1869, to November 5th, 1870.

NUMBERS.

There are 164 school districts, 172 school-houses,—135 frame, 25 brick, 8 stone, and 4 log,—containing 217 school-rooms, with 223 teachers employed at one time, and 393 during the year, of whom 82 were males.

EXAMINATIONS.

At the three public examinations held in the spring, and this and last fall, there were 677 applicants for certificates. Public examinations have been held in all the townships twice a

year, with the exception of two or three instances, when, by the request of teachers, a central place was selected for the convenience of two townships. Of the 243 who were examined since spring, one-third were males, which was a larger proportion than formerly. A thorough examination in all the studies of each grade, instead of diminishing applicants, has resulted in an increase of numbers and advancement in qualifications. No certificates from other counties or States are now endorsed, and re-examinations are required at the expiration of certificates. This course, having perhaps a slight appearance of rigor and of a want of confidence in previous work, or the work of others, is evidently attended with the very best results, and if persisted in, will encourage teachers in reviews and preparatory study. It serves to prevent or remove rust or forgetfulness, of which complaint is sometimes made.

SUPPLY OF TEACHERS.

The demand for teachers and schools has been about equal. The difficulty of some school boards in finding teachers, and of some teachers in finding schools, can be accounted for without implying any deficiency. They are generally apart on the subject of wages. Less difficulty has been experienced in finding suitable teachers than in finding suitable help in the family, on the farm, or in the shop; there is no lack of teachers. The schools are all supplied, or may be, with suitable effort, without going out of the county, or calling for unqualified teachers. Allowing for the changes of teachers from place to place, and for the short terms of the third grade certificates, and for those who have failed, there is a reserve in the county of 40 or 50, —a sufficient number, without doubt, to meet any emergency.

FUTURE SUPPLY.

In almost all the winter schools, and in all the graded schools, there are individuals, and in some cases large classes, whose studies are directed with reference to immediate preparation for the work. It is safe to estimate the number of can-

didates in some stage of preparation at 150 ; but this subject calls for a system not limited to county lines. The State Normal School does not now, and perhaps never can meet the demand. Its work is important in the right direction, and well done, but is too limited. Should not every county initiate a system of supplies ? Does not the interest of schools call for the development and right direction of the highest educational forces ? Will not these forces be found in the preparation and employment of about an equal proportion of males and females ? The Prussian system of education has attracted the attention of the world. The masses are educated ; and all, when educated, are required to serve at least three years in the army, and always after to stand as reserves for home defense. If, in this country, we could incorporate so much into our public school system as to educate all as they do, and then call all our young men and women to the work of teaching for at least two or three years, would they not bring to the cause the full strength of mental and moral culture, and apply it fresh from home and the schools with sympathy and a plastic power, and more closely identify themselves with the cause of education for life ? Young people make good teachers. Age and experience are not undervalued ; veterans are needed in educational work ; but the system of engaging all the young of both sexes in teaching for a time, and then preparing for other positions and relations in life, may be safely set over or against that of raising up a class of professional teachers who shall do the work.

SUCCESSFUL TEACHERS.

It is frequently said there are a great many poor teachers, notwithstanding all the efforts made in behalf of schools. If this is meant to be a charge against the present school system, or against teachers, a defense is at hand. There is urgent need of improvement ; but education is not the work of a day. If timber is not suitable for a building, and none can be obtained,

we must wait for it to grow. It must be cultivated. Something more than scoring and hewing is to be done. But we have good timber, and plenty of it, and the building is progressing with commendable rapidity, and only an occasional stick is found too small, crooked, or shaky.

INSTITUTES AND PUBLICATIONS.

Frequent reports with suggestions to teachers, parents, scholars, and school boards, and the names and addresses of all the teachers, the grade of their certificates, the time each one has taught, and the time their certificates expire have been published in the county papers. Two Teachers' Institutes, one State Institute at Homer, and one County Institute at Burlington, of much interest and with very favorable results were held. In all the work of the office there is kept in view a steady purpose to encourage young men and women of suitable age and qualifications to engage in the work of teaching, and all to attain the highest advancement and the greatest efficiency.

LIBRARIES ARE A FAILURE—TEXT BOOKS.

To obviate the difficulty arising from different kinds of books and from too frequent changes, the recommendation to gradually introduce those which are now thought to be the best and the most numerous has proved very satisfactory. Uniformity in a school is very desirable, but entire uniformity in the State is thought to be impracticable and undesirable. Without changing the power of deciding upon the books to be used in school, from a school board to a State central committee, the work would be very difficult. No such change is called for or recommended.

SCHOOL VISITATION.

Two hundred and nineteen schools were reached in visiting, in most of which from one to two hours were spent. No part of the work of a superintendent is more pleasant or laborious than that of visiting schools. School boards, and sometimes others, except in the time of harvest, have been ready and

willing to co-operate with the superintendent in visiting. If I can rely upon the repeated statements of school boards, teachers, and pupils, the visits of parents and officers of the district, as well as of the superintendent, are regarded as very important means of encouragement and success. Very urgent solicitations are made by teachers and pupils for frequent visits, and no greater evidence of success could I have in this delightful work than that which is indicated by the hospitality of the people, the cordial manner that suggestions and instructions are received, and the remembrance of the instructions and lessons given. So sanguine am I, as to believe that many children will feel the benefit of a visit for a life time. This is the earnest endeavor and wish of the superintendent.

PUNCTUALITY.

Complaints are made in many districts of irregularity of attendance. Very strong measures are recommended by some. Compulsion is often suggested as probably the most effectual remedy. But it should be well understood that it would be a hard matter to enforce attendance without first, in the way of qualifications of teachers, securing an attractive influence in the school. A card of honor has been introduced with marked success, but has not so fully come into use as to determine whether it and other appliances now in use will supersede the necessity of any more stringent means. If punctuality could be secured there would be very little opposition to the free-school system. But men complain when they are taxed for school purposes, and the people will not avail themselves of the privileges of the school. It appears from the inspectors' reports that from one-fourth to one-third of the children of the county of suitable age do not attend school at all, and that of those whose names are enrolled, from one-fourth to one-half are so irregular in attendance, that it may be safely estimated that about one-half of all lose the benefit of the public-school system; and on the ground that irregularity of attendance is a

damage to the school, and that non-attendance is a public detriment, is there not a demand for some legislation on the subject?

MORAL CHARACTER AND TEACHINGS.

Truthfulness, integrity, and reliability are called for everywhere, and among the first elements of subordination to proper authority is the recognition of obligation to parents, to our country, and to God. These can be secured only by moral instructions which, independent of denominational preferences, should have a place in all our schools, where the great moral forces are applied with most success. The only standard of morality is the Bible; and it may be read by teachers with propriety at the daily opening of the school. I am glad to be able to report that these sentiments are believed to be in accordance with a very large majority of the people, and in harmony with the practice of most of the teachers. No godlessness or immorality is endorsed in this department.

PRESENT CONDITION OF SCHOOLS.

As far as heard from, the winter schools have commenced with increased numbers, a better state of feeling respecting wages, and more confidence of success in government and instructions than in time past.

EXPENSES.

The school-houses and sites are estimated at an aggregate value of \$378,030, and the amount paid for school purposes during the year is \$193,000. Progress is apparent in school-houses. In almost all cases the latest improvements in desks, seats, blackboards, ventilation, wood, and out-houses are adopted, according to the capacity of the districts; and some houses not distinguished for size and expense are as deserving of notice and high commendation as the larger and more costly. In this class may be reckoned those in Burlington, Athens, and Pennfield, built during the past year at an expense of about \$3,000, and others in Emmet, Marengo, Eckford, and

Newton having been recently built. Several districts are preparing to build next year. In the repairs of several houses the modern seats have been introduced, and good fences and ornamental trees are beginning to make their appearance. The Battle Creek Central school-house, at a cost from seventy-five to one hundred thousand dollars, is in rapid progress of construction, and astonishes nobody; for the well-known enterprise of the city led all to expect one of the best in the State. It will compare favorably with the Marshall house. Albion has purchased an eligible site, and is preparing to erect next season an excellent Central building. Whilst thus the larger towns vie with each other, and all the districts enter, with earnest devotion to the interest of schools, into the advanced ranks of building and improvement of school-houses, and while all the schools are supported at such an expense, with the consent and cordial support of the people, by very large and growing majorities, we need no higher evidence of success of the public schools, and are encouraged to direct our best energies to the working of the system to its highest capacity; and long may the friends of education rejoice in the refreshing shades and rich fruit of that tree which, with steady growth in the sunlight of freedom, spreads its branches over the land.

CASS COUNTY—IRVING CLENDENEN, SUPT.

SCHOOL DISTRICTS.

We have now one hundred and twenty-one school districts. District No. 7, in Pokagon, is disorganized and attached to other districts; and if we could have more districts disorganized and attached to stronger ones, it would be a decided advantage to our school system; and let me say here, could we have a law prohibiting districts from being formed of less than six sections of territory, we could see a great improvement in

our primary schools. Many districts are so weak they cannot support any thing but a third or fourth-rate school.

NEW SCHOOL-HOUSES.

There have been erected in the past year seven new school-houses, and they have been built in decidedly better style, and as regards comfort and convenience, they certainly surpass any that have been erected in the county heretofore.

GRADED SCHOOLS.

There are six graded schools in the county at present; three having only two departments. The three better ones, the last year, were not under good instructors, and did not do anything for their credit; but at the present time the schools are under the charge of thorough workers, and are accomplishing the good work they are designed for, and officers are beginning to look for men who are to do the work and do it well, let it cost what it will.

INSTITUTES.

The superintendent has held three Institutes during the year,—two in the rural districts, attended by about 24 teachers and others, each; and one in Dowagiac, 115 earnest workers in the cause of education being present.

LIBRARIES.

The district libraries are not a success; the books are not read, and if they were, they are of a kind not worthy of being read. Now, we think that money spent in that direction is worse than thrown away. If the money could be spent for school apparatus it would be a fine thing, as the districts are without them generally.

CERTIFICATES.

I have granted, during the year, eleven certificates of the first grade, thirteen of the second, and one hundred and eighty-two of the third. There has been a decided improvement in the qualifications of teachers in this county, and I think, at

the present time, no county in the State has a better corps of qualified teachers than Cass county; and there is a disposition on the part of teachers to pass better examinations in the future. Last year I rejected 102 applicants, and passed some who ought to have been sent in the same ship; but we had to have teachers, and we thought it would be better than no school.

VISITS.

One hundred and ninety-three visits were made the last year, but when there are so many schools to visit, the work in this department must be but imperfectly done. Could there be some changes made in regard to the duties we are called upon to perform in this office, in order to be of as much benefit as we can to advance and promote the interests of this glorious cause for which we are all so earnestly working, it would certainly be very beneficial all around. If superintendents were allowed to go where and when they please, they could do so much more for the cause; for some schools do very well, while others need a great deal of assistance; and in the last we should work.

SUPERINTENDENCY.

The superintendency is working well for the educational interests of our county, but we feel that the law needs amending. The superintendent should not be under the control of the supervisors, but should be salaried, so he may work in that field and in no other; for in many instances the system is a failure, just because the time and salary of the superintendent have been put so low by the supervisors that no man can live by it; and every trade ought to support its mechanics.

Our schools are prospering under the superintendency and free-school laws much better than they ever did under the old system of town inspections and rate bills. None of our districts have less than five months' school in the year, and a large proportion of them have from eight to ten months'. Our

schools are rapidly securing a uniformity of books, and the average daily attendance is much better since the law making twenty days a school month.

CHARLEVOIX COUNTY—JOHN S. DIXON, SUP'T.

I transmit herewith school inspectors' reports from this county. Only five of the six townships make reports; no school district has yet been organized in the township of Evangeline; only eleven school districts report schools for the past year; some four or five districts have organized without being able as yet to start schools. It is hoped and believed that this delay will not continue. The provisions of the new law for paying *all* school expenses by taxation are working very beneficially in this new and backwoods county. One of the first things the people do (almost before they have provided a comfortable shelter for their own heads), is to erect a cheap school-house,—one that will do for a summer school. A young woman of little learning and no experience timidly applies to the county superintendent for a teacher's certificate; the district officers suggest to the superintendent that unless a certificate is granted there can be no school; he, desiring to promote the interests of education in his county, sometimes grants a third-grade certificate, when the examination and the law will hardly justify it; on visiting the schools he sometimes finds that the young teachers are giving better satisfaction than the older ones; but, on the whole, he generally has reason to regret that a certificate has been given to an unworthy applicant, young or old. It is believed that a cheap school is poor economy. A good school for three months will be far more useful to the district than a cheap (in expense *and quality*) school for six months. Let the districts pay good wages and the superintendent will insist upon higher qualifications. It is, also, doubtless true that the scarcity of well-

qualified teachers is but a temporary evil. They will be found in sufficient numbers when we have provided suitable and convenient school-rooms, an adequate school apparatus, and offer remunerative compensation.

CLINTON COUNTY—E. MUDGE, SUP'T.

It becomes my duty to submit my fourth annual report of schools in Clinton county. I am happy to report satisfactory results from the efforts made to elevate the condition and promote the interests of our primary schools. There are many indications of progress. The erection of school-houses; the greater supply of competent instructors; the activity of teachers for self-improvement; the demand for teachers of the higher grades; the general expression of interest in the work and results of the schools; and the general favor with which the *anti-rate system* has been received, are among the numerous indications of educational progress and a healthy public sentiment. The status of the schools, the competency of teachers, and the practical educational interest of the people are far below our ideal of perfection; but it is gratifying to know that there is commendable progress. Patient waiting and earnest working will bring needed reform; despondency and inactivity will result in retrogression. We give items under the following specific heads.

SCHOOL-YARDS.

The school-yards are far too small. The average size in this county is 7-16 of an acre. Many school-houses are located on the corner where four ways meet,—the site embracing no more than four square rods. It gives us pleasure to report that the houses recently erected are on more spacious grounds; most of them embracing one acre. The *seven by nine* school-yards are fast disappearing. Fencing and shading are receiving little attention; of 130 school-yards, 25 are shaded and 22 fenced.

SCHOOL-HOUSES.

The present activity in the erection of school-buildings is without precedent in the past history of the county.

Our last annual report announced the completion of several school edifices in graded school districts, and we are now able to report others rivaling those of last year. In the enterprising village of Ovid may be found a brick structure, of beautiful design, on a commanding and spacious site, well ventilated, and seated with improved school furniture, erected at a cost of about \$15,000. It is by far the best school building in the county, and is indicative of the enterprise and intelligence of that growing town.

The village of De Witt, with an educational zeal commensurate to the task, has substituted for an antiquated and dilapidated structure, a fine brick building, well ventilated and conveniently arranged, at a cost of \$8,150.

Seven country houses have also been erected during the year, and most of them are neat, convenient structures, ventilated, and pleasantly located. St Johns has taken initiatory steps looking to the erection of an additional school-building.

SCHOOLS.

There are in this county 130 school districts, requiring, when all supplied, the services of 147 teachers. During the winter only one was without school, and seven were without summer schools. The whole number of children between the ages of five and twenty, as shown by the last school census, is 7,887,—an increase since the last enumeration, of 211. The whole number of different scholars enrolled is 6,251,—an increase of seven per cent on the attendance of last year. This increased attendance must be attributed to the influence of the free-school law. The whole number of pupils enrolled in the winter schools was 5,845, and of these 3,893 were met by the county superintendent. This indicates an average attendance of 66 per cent. The whole number enrolled in the summer

schools was 4,030, and of these 2,399 were met in my semi-annual round of visitation. This indicates an average attendance of 59 per cent. These statistics show that only about one-third of the children between the ages of five and twenty are regularly in the schools. To remedy this want of attendance, citizens are beginning to discuss the propriety of a law compelling children to attend school. From my intercourse with leading citizens, I am led to conclude that compulsory school attendance is gaining favor. Leading tax-payers say: "If we are to be compelled to pay our money to educate the children, let the parents of those children be compelled to send their children to the schools." The free-school law is multiplying advocates for such a law. We are not fully convinced of the propriety of legislation to remedy this great evil; but we are convinced that public sentiment is becoming more and more favorable.

Whole number of visits by directors, 241; an improvement on previous year.

TEACHERS.

There is a growing interest on the part of teachers in the grading of certificates, and very many are zealously laboring to secure a standing in intellectual qualifications and teaching ability for the higher grades. We publish a semi-annual list of licensed teachers, giving postoffice address, experience, grade, and per cent of standing, which is exerting a salutary influence upon the teachers. During the school year 314 candidates were examined, and of these 15 received first grade certificates; 87, second; 164, third, and 48 were refused license. Average age of teachers, $21\frac{1}{2}$ years; average experience in teaching, $14\frac{1}{3}$ months. Twenty-one male teachers, in winter schools, boarding themselves, received an average of \$38.20 per month; 31 females, boarding themselves, received an average of \$28.20 per month, or \$7.05 per week; 33 males, boarding around, received an average of \$31 per

month, and 62 females, boarding around, received an average of \$19 per month, or \$4.75 per week; 17 females, boarding themselves, in the summer schools, received an average of \$28 per month, or \$7 per week, and 97, boarded by districts, received an average of \$13 per month, or \$3.25 per week. The average wages paid all classes of teachers was \$22.20 per month. The whole number of months teaching during the school year, 1,001; therefore, the whole amount paid teachers was \$22,222.20.

TEACHERS' INSTITUTES.

The State Teachers' Institute, held at Maple Rapids during the week commencing Monday, October 24th, 1870, and conducted by yourself and Prof. C. F. R. Bellows, of the Normal School, was highly satisfactory. One hundred and fifteen persons were members of the Institute, and the evening sessions were largely attended.

We held our usual private institute for normal instruction at Maple Rapids. It was continued seven weeks. There were in attendance 80 pupils, who labored with commendable zeal to prepare themselves for work in the school-room. We were assisted by Prof. S. C. Horr.

OFFICIAL LABOR.

It has been our purpose to discharge our duties with fidelity. The time appropriated by the supervisors has been hardly sufficient for the complete discharge of official responsibilities, and many instrumentalities for promoting the interests of the schools have been left unemployed. The 16 townships in the county have been twice visited for the purpose of examining candidates for teaching, and other candidates have applied at the office for license. We visit the schools semi-annually, and the inspectors' reports show that 226 visits were made during the year. We have made it our duty to meet with school officers as we have made our rounds of visitation. We have always found them free to converse upon school matters, and

in many instances we have found them ready to go with us to the school. We delivered evening lectures at some places during our winter tour among the schools, and in most cases the audiences were large. We have prepared matter for publication in the local papers as time would permit, and during part of the year we have been able to furnish matter for the "Educational Department" of the Clinton Republican. School officers, in several instances, have applied to us for plans for school-houses, and we have aided them whenever circumstances would permit. We have been generously received by school officers and patrons, welcomed by the teachers, and our visits have been apparently satisfactory to the pupils. For these expressions of kindness and regards, our grateful thanks are due. In the discharge of our official duties we have traveled 2,627 miles.

GRAND TRAVERSE COUNTY—J. B. HAVILAND, SUP'T.

In Grand Traverse county there are 36 school-houses,—8 frame and 28 log,—few of which have out-buildings. Many have shade in abundance, as they are located in forests. Eight schools have uniformity of books, 4 of which have furnished said books within the past year. This county being comparatively new, and settled by inhabitants from many of the different States and Canada, bringing with them different text-books (being those established at the different points from whence they came), and claiming to be too poor to get suitable ones, have brought about an introduction of very many kinds of text-books, which in an educational point of view has been very unsatisfactory to both teacher and pupils. I have been urging, in those districts where so many kinds of books are found, a uniformity of books, and am satisfied that school officers are *clearly* seeing the necessity of this system. I have granted, during the year, 58 certificates,—4 first grade, 13 sec-

ond, and 41 third,—a large per cent gain on first and second grades over the previous year. I have rejected nine applicants during the year. I find a *stronger* feeling on the part of teachers to raise the grade of their certificates, and a greater degree of diligence on their part to fully prepare themselves for their work than during former years. I have visited all the schools in the county during the year once, except four, and all twice, except nine, and in some cases one or more of the school officers have visited with me.

There have been added two new school libraries during the year, but most districts are without any of any consequence.

My examinations have generally been tolerably well attended; have held twelve general inspections during the year.

My salary is \$4.00 per day, time unlimited; but the Board of Supervisors, at their last session, in cutting down salaries of their different county officers, only allow their county superintendent \$3.00 per day on and after Jan. 1st., 1871.

GRATIOT COUNTY—GILES T. BROWN, SUP'T.

The past year has been to me one of unceasing labor and anxiety to make the best use of the means within my reach for the promotion of the educational interests of this county. And as this is the last annual report I shall have the honor of submitting to you, it affords me great satisfaction at this time to assure you that my efforts in this important cause have not been entirely in vain. In looking over the schools of the county, their improved condition cannot but be a feature noticable to a person of the slightest observation. This improvement, however, is attributable largely to the enterprising character of the people of this northern country. As immigration, labor, and capital are yearly moving the center of our State northward, the determination of the majority seems to be that no other interest shall stand paramount to the

educational. And the consciousness that I have been able to render some slight assistance to the people in their progress, amply rewards me for the severity of my toils.

Our work is done, you are aware, without the aid of seminaries and union schools, where teachers might conveniently repair to render their qualifications nearer perfect. As a substitute (not an equivalent, of course) for these institutions, I have each spring and fall conducted a private institute of five or six weeks' duration, for the exclusive benefit of teachers, and a majority of the teachers of the county have seen fit to avail themselves of its advantages, many attending regularly every term, and finally taking the front rank among their fellow laborers. In my institute this fall I was assisted by Prof. O. G. Webster, a teacher of ability and experience.

Our Teachers' Association, which meets semi-annually, is growing to be quite important in its usefulness. The system affording free schools has no enemies, the people being well pleased with the abolition of the rate-bill, which had grown so unpopular that it was seldom used.

The average number of months school kept in the several districts is greater than it was last year; the average attendance, about the same. I think the reason the free-school law has not caused a greater increase in attendance, is owing to the fact that the rate-bill, of late years, had grown so repugnant to the people, that its effect in this county was less injurious, on account of its being seldom or never resorted to.

Among other improvements in this county, perhaps none is more noticeable than the yearly addition to our already respectable number of good school-houses. More than half our school buildings are frame, and are commodious in arrangement and tasty in appearance, to an extent that would render us proud to compare them with the same number in any portion of the State. The value of these buildings is not far from \$50,000. It would be a great source of gratification to the friends of education, if each district, after having

so wisely expended from five hundred to as many thousand dollars in building a house, could be induced to invest a trifle for a dictionary, outline maps, tellurian, etc. None of these valuable auxiliaries, excepting an occasional dictionary, can now be found in the county.

I regret that I am unable to say anything favorable in regard to the condition of our township and district libraries. In a former report, I said "our libraries are in a deplorable condition;" and having since investigated the matter more fully, I see no reason for using any milder expression than the above in regard to them at present. In most of the townships the libraries have been apportioned among the several districts, which is the first step toward their entire disappearance, and in too many cases the last step has also been taken. The prevailing indifference with which people now regard these libraries prevents the appropriation of any means to sustain them save the small pittance derived from fines, etc. And this amount, when divided among the sixteen towns of the county, and then subdivided among the several districts, too often leaves each district with only a few cents of library money. Hence we have libraries only in name, and under such a circumstance, the people easily learn to dislike even the name. And the large class of young people in our rural districts learn to place a low estimate upon that means of gaining knowledge, which they should value highly. Cannot the Legislature do something for us? Dr. Wayland said: "Our system of general education seems to render some provisions for furnishing abundant and good reading an imperative duty. To teach people to read is to accomplish but half our work, or rather to leave our work unfinished precisely at the point where what we have done may prove a curse instead of a blessing." As the law now exists, I deem it beyond the power of the county superintendent to devise any means by which that class of people for whom libraries should be maintained, can derive any benefit from this important educational agency.

the field of discovery was nearly exhausted. But nature's resources are inexhaustible. Develop the intellectual resources of a nation if you would develop its physical. Make the operatives in all the varied industrial pursuits men of science, and the discoveries made in the interest of the arts and sciences and in the field of labor would be greatly increased. The real wealth and also the true source of wealth present and prospective of any nation is the mental capabilities of its inhabitants.

HOUGHTON COUNTY—P. H. HOLLISTER, SUP'T.

My report covers that portion of the year from September 1st; the report of the former part of the year you have doubtless received from my predecessor.

Certificates have been issued to twenty-four teachers; of these, sixteen have not before taught in this county,—several of these, however, are experienced teachers. On account of the late commencement of several of our schools it was impossible to secure teachers of experience for them. We have consequently been obliged to introduce quite a large number of new teachers. I am happy to state that in almost every instance the young teachers are giving good satisfaction.

I have not yet made a full visitation of the schools of the county. Some of them are quite difficult of access, especially in the autumn and beginning of winter. I hope before spring to pay a visit to each, and at the close of my term of office to be able to report more particularly concerning them.

The past season has been one peculiarly trying to the educational interests of the county. We have suffered from a great depression in the business interests of this portion of the country. Several of our larger mines, employing large numbers of men, and having schools in their locations, have stopped work altogether, or are being worked temporarily. These changes, where they have not entirely closed the schools, have

greatly diminished their numbers. As a general thing, the schools in the larger towns are as full as at any former period, but from the unsettled and uncertain condition of business affairs there has been little encouragement to make improvements either in the system or the appointments of our schools. For this reason I have not urged improvements which I feel are greatly needed. Some of our school buildings need enlargement and thorough repair, and almost all of them proper means of ventilation. Only one of our townships has added to its library during the past year, and it is to be feared that all the moneys belonging to the library fund have not been devoted to that purpose.

The township of Calumet is an exception to the general condition of business in the county; and here a marked improvement has taken place in the schools. The services of a thoroughly competent and experienced principal have been secured, a new primary school building erected, and a highly encouraging degree of interest is manifested by the patrons of the schools. I look for decided and rapid improvement in the schools of this portion of our county.

The Houghton school, under the efficient principalship of Miss Bacon, with a full and efficient corps of teachers, is likely to maintain its well earned reputation of the past. The county is greatly indebted to this school, not only as furnishing an excellent model, both in appointments and in management, but in the training of teachers for our schools. It would meet a growing want if a normal department were added to its course of instruction.

The Hancock school, under the management of Rev. Edward Lyman, is in a good working condition. Considering the very inadequate appointments of this school, its improvement has been all that could have been expected. Another season, I trust, will see its school building enlarged and refurnished.

In conclusion, and in general, I would say, that notwithstanding many difficulties and discouragements there is occa-

sion for much of thankfulness and hopefulness in the present condition of our schools.

As a general thing our foreign population prize our public schools as among the dearest of their privileges, and many of their children are among our most faithful and intelligent scholars.

We have a worthy and an improving class of teachers. Their willingness to receive suggestions, and their desire to improve both in the solid acquirements, which are necessary for a good teacher, and in their methods of imparting instruction, are highly gratifying to me. I only regret that other pressing duties have made the services of this office so inadequate. At the same time I take satisfaction in the assurance that what may be lacking on the part of the superintendent they are fully competent to supply.

IONIA COUNTY—J. W. CARUS, SUP'T.

Receiving an appointment as superintendent of schools in Ionia county only in September last, I am, of course, not intimately acquainted with the workings of the system throughout the entire county. Of this fact, however, I can state emphatically, that throughout a large portion of the county I at once discovered a great popular clamor against the system; some parts going so far as to demand a return to the old system of township inspectors; claiming that their schools are less successful, teachers less competent, and expenses augmented, etc., than they were under the old system. As for the absolute causes of discontent, I have tried to analyze them and discover the truth of the case, and have concluded that it is almost altogether a *financial* cause.

By far the loudest clamor proceeds from superannuated teachers, heavy tax-payers, and especially from parties who *never* visit a school. I have visited most of the schools in four

townships, and can state positively that, with the exception of *three* schools, they are emphatically successful,—*superior management* being one of the noticeable features.

My examinations commenced on the 4th of October, and continued regularly till November 5th, and each Saturday since. I have examined about 200 candidates, 134 of whom received certificates as follows: first grade, 0; second grade, 20; third grade, 117. By far the largest part of the candidates applied for second grade.

While I admit, as far as my observation extends, the successful practical workings of the schools, there is much of cultivation needed on the part of our teachers. Their knowledge is too general; when confined to abstract cases, and definite reasons required, there is a decided lacking. I think our teachers are too often loose thinkers.

I have endeavored to increase the public interest in our schools by taking officers and patrons to the schools with me, and letting them see for themselves the actual management of the school; also, by evening lectures in districts where I stop over night, on the subject of our common schools, their importance, their requirements, the people's relations to the schools, the theory of teaching, the philosophy of instruction, etc., etc. In these efforts, I have been warmly met, and certainly believe that *much* good has been done.

I have, also, arranged with the Portland Observer for a "School Column," for which I write regularly and hope to accomplish something in this manner. My idea of visiting schools is, that it ought to be not simply a formal visit of observation, but, after a close observation, if things are in any way objectionable, to then and there correct them by actual management. In this I have received the hearty thanks of many teachers, and have heard directly and indirectly of good results from the course.

One thing is peculiarly noticeable in nearly all schools as far as I have been, viz: that among pupils there seems to be

an "anti-grammar" spirit that seems not only to be *malignant*, but *chronic*. I have attempted to correct this state of things, and have succeeded in establishing grammar classes wherever I have tried. And in this connection I ought to add that the weakest point in our teachers, as a class, is in grammar; very few have any notion of a systematic analysis of our language, and but an aimless, ambiguous notion of the science itself. These facts, I think, account for the state of things cited. I am calling attention to this fact, and they *must be improved*.

The attendance has been in general very encouraging, as I learn from my reports received from teachers.

We have some of the best school buildings in the State, especially in the country; but few, however, being ventilated.

Many of our school grounds are large, and are being improved; but little apparatus is found, and but few conveniences. One thing is very general, to wit: most districts are willing to pay liberal wages for teachers, if they can be assured a good school.

We have eight graded schools in the county, viz:

Ionia Union, nine departments;

Portland Union, five departments;

Muir Union, three departments;

Lyons Union, four departments;

Pewamo Union, three departments;

Hubbardston, unknown;

Saranac Union, three departments;

No. 4, Danby district, two departments;

On the whole, I think our schools compare favorably with those of other counties.

I cannot conclude this report without stating my views respecting one of the imperfections of the system of county superintendent.

There is no doubt that the field is too large to render it really effective. Populous counties have more work to do than any man can do. One visit to the school is all that can be

given in a year, whereas each school should have one visit each term, at least. Can no provision be made for this?

JACKSON COUNTY—W. IRVING BENNETT, SUP'T.

In connection with this are forwarded the inspectors' reports for the year just closed. These reports, I am aware, are far from being perfect, yet I have made a special effort, by appeals to the town clerks and inspectors, to have them present at least a creditable appearance. I have every assurance that they have made commendable efforts to comply with my wishes, and such errors and omissions as appear are attributable not to them, but to the subordinate officers; and this leads me to discourse of

DIRECTORS.

Observation and experience cannot fail to justify the assertion that the welfare of our schools depends largely upon the ability and efficiency of the directors; in hardly a less degree, perhaps, than upon the capability and earnestness of our teachers.

In a large proportion of the districts in this county, it is difficult to find those who are willing to accept of the responsibilities, duties, and curses incident to the office of director. In consequence of the reluctance of all, and the positive refusal of many to accept of the position, directors cannot be chosen with a view to their ability and fitness for the place; and the result in many instances is, that the new director is a stranger, unacquainted with the wants of the district, or a young man with little or no interest in the school. The results are what might naturally be looked for: the record books are improperly kept or wholly neglected; the financial account, simple as it is, becomes a Gordian Knot, and the annual report ranges from a partial to a total failure. Nor are these the worst features of the matter; the school is quite as likely to be neglected as the accounts. A teacher is employed, not for capability, but for cheapness; not for culture, but because he

happened along, and would save the director any trouble in looking for one.

Of course such a director will not be likely to *visit* the school, where he could see little except the results of his own negligence and incompetency. I do not believe that Jackson is worse served than other counties, nor would I imply that a large proportion of our directors are men incompetent or unwilling to perform their duties; yet I deem it a great misfortune that there should be even *one* such.

EXAMINATIONS.

During the past year I have examined 375 applicants, and granted certificates as follows: First grade, 10; second grade, 44; third grade, 267. The number rejected was 54, which is a marked decrease from former years. In nothing has the present system inaugurated so great a change, and so marked an improvement, as in the qualifications of teachers. Exactly how much this advance has been, is a matter of conjecture only; but I think that it cannot be less than one hundred per cent. My examinations have been rigid, as much so as in my judgment was expedient, and I have in no instance "renewed" or extended a certificate after it has expired by limitation. The standard of qualification has been slowly but steadily advanced, and the results have been highly satisfactory.

IMPROVEMENTS IN BUILDINGS.

Since my last report there have been eight new school-houses erected in the rural districts,—a larger number than in any previous year. Five of these are of brick; all of them are commodious and substantial structures, and with the exception of the sittings—which in some are positively abominable—they represent the spirit and progress of the times.

An unusual number of buildings have been renovated and repaired this season, and a few re-seated. Last summer, considerable emulation and commendable pride among teachers and

pupils led to the ornamenting of school grounds and decorating of school-houses, to an extent unprecedented. Plants, flowers, hanging baskets, festoons of oak and evergreen, pictures, mottoes, and maps were largely employed as means to hide the nakedness and deformity of our school-rooms, and give a dash of the esthetic and cheerful instead. I did whatever I could to foster and encourage this spirit, believing that the effects which it produces are neither trivial nor evanescent.

I have endeavored by repeated appeals—personal and through the press—to effect something towards remedying that “widespread deficiency” of apparatus that retards the advancement and fuller development of our district schools. To a limited extent these appeals have produced an effect, yet the need is great and pressing for more apparatus.

By determined efforts, the schools are at last supplied with registers; a majority, perhaps, have dictionaries; about one-fourth, maps; a very few have globes, solids, and charts.

INSTITUTES AND LECTURES.

The Institute work for the past year, though somewhat less in amount than that of the previous one, has been characterized by results at once pleasant and profitable. Two county institutes were held in April, one at Parma, and one at Grass Lake, at which I had the assistance of the most prominent teachers in the county. The average attendance at these was about sixty-five, mostly teachers. The utmost interest was manifested, and the results attained were satisfactory.

The State Institute held in Jackson commenced its session August 27th, continuing five days. The attendance of one hundred and fifty teachers, among whom were several prominent educators, as will readily be conceded, was encouraging, and it evinces that institutes have not depreciated in general estimation.

It was designed during the past winter that evening lectures should be delivered at various points throughout the county,

but exigencies transpired to prevent its accomplishment. Enough were given, however, to prove that they could be made a valuable auxiliary in the work, particularly as they enable the superintendent to reach parents and officers. Another trial will be made the coming winter, to the same end.

MISCELLANEOUS.

I cannot, in the limits of this report, more than allude to the system of term reports, cards of honor, and my school journal, the Monitor. These three auxiliaries have aided me much in systemizing the work, and reducing the irregularity of attendance, which is the crying evil of our school system. The Monitor has, I fondly hope, been instrumental to some extent in educating public opinion in reference to our educational needs.

A retrospective view over the field of labor presents evidences that for the much that has been attempted, some sure results, at least, have been attained. The past year's labor has not been devoid of fruition, even though the general advancement seems slight, as it ever must to such as labor with enthusiasm and hope. It is hard to overcome the inertia of time and the masses, and the work of rooting out the errors and evils of our present school system seems destined to lengthen out for a generation. But with no backward steps to fear, why may we not labor confidently and hopefully; for the times favor us, and the eternal years stretch out before.

KENT COUNTY—H. B. FALLASS, SUP'T.

We have in this county upwards of two hundred districts, and employ nearly three hundred teachers,—an average of about eight school districts to each township. Now, if these were properly arranged, it would be about the right number for such a county as this; but, instead, some towns have only three, four, or five, while others have twelve or thirteen. Now,

in my opinion, it is a great mistake to make the districts as small as we often find them. How often do men tell us, "Our district is very small, and we cannot afford to pay the prices that good teachers can get elsewhere. Can't you grant Miss A. or Miss B. a certificate? They can teach *our* schools well enough." This will partially account for the fact that large schools are generally better than small ones, but not wholly. It has been my observation that, all other things being *equal*, the large schools are superior to the small ones. There seems to be a natural desire on the part of many children to stand at the head of their school, and this desire seems to grow in proportion as the number of pupils increases.

SCHOOL-HOUSES.

Seven or eight old and literally worn-out houses have given place to new, comfortable, and well-arranged buildings. The school-house at Rockford is truly an honor to the village, and to the county. It is a large three-story brick structure, well finished, and soon will be well furnished. The whole cost of it is not far from twenty thousand dollars. Arrangements have already been made for building another next summer at Cedar Springs, nearly equal to this, and one at Ada, to cost from four to six thousand dollars. Real estate owners are beginning to see that money paid for *good* school-houses is money placed at *good* interest.

FURNITURE.

While all of our school-rooms are supplied with desks and chairs, or benches, yet in some cases the supply is very short, compelling three pupils to occupy the same seat, and in many cases the comfort of the occupant was not considered in making or placing the seats.

APPARATUS.

Very few of our schools are supplied with enough apparatus to be worth naming. Some few have maps, globes, cards, and

charts of various descriptions, but these are the exception, and not the rule.

LIBRARIES.

To speak of these is to add my testimony to that of nearly all the other superintendents, namely, that they are almost total failures. We have tried hard to give them new life in this county, but thus far it has proved to be nearly useless. I even went so far as to exact promises of teachers before granting certificates, that they would endeavor to have their pupils and patrons read the town library. The following is the result gathered from the term reports required of teachers: Forty-one pupils read the town libraries in this county, where more than ten thousand children are sent to school. I used to have some faith to believe that they could be revived, but it is nearly all gone now.

UNIFORMITY OF BOOKS.

In this respect we are improving. About a year ago I sent a circular to the district officers of the county, recommending that they prescribe some set of books for use in their respective schools; and to assist them in this, after taking counsel of our most experienced teachers, we advised the use of such books as we thought it desirable to introduce, and the result is very gratifying indeed. Instead of less than one-tenth of the schools reporting uniformity, as was the case at one time, the past summer more than two-thirds so report, while in the other districts they are much better off than before.

EXAMINATIONS.

I have to examine about six hundred teachers a year to supply our schools; for we employ about three hundred, and the failures amount to somewhat more than the first and second grades. I am pleased, however, to know that more of these higher grades have been taken this fall, and also to know that so many of our "experienced teachers" have been, and now are, attending school.

VISITING.

In over one hundred of our schools, only forty-three visits are reported as made by district officers, while under the head of parents and others—mostly others, no doubt—about eight hundred are reported.

I have visited more than half the schools during the past summer, and, notwithstanding the scarlet fever, measles, mumps, whooping cough, and hot weather have been prevalent, the improvement over my previous round is such as to give me renewed courage to work.

KEWEENAW COUNTY—G. R. DWELLY, SUP'T.

Keweenaw county has seven townships, divided into ten school districts. In two of these districts there have been loosely graded schools,—each of two departments,—and one district has maintained two ungraded schools for the better accommodation of widely separated communities. One school, of three months duration, has been taught at the expense of the county. The whole number of schools has been twelve, conducted by fourteen teachers.

Several of the school-houses have received needed repairs, additional out-buildings have been erected, and, in one district, the basement of a church has been finished for the use of a newly organized primary school.

There has been a very gratifying increase in the amount of apparatus. All the schools have long had blackboards, but, prior to the last year, only three of the districts were well provided with outline maps, globes, dictionaries for reference, and other aids of the teacher. I have solicited the district boards in all the imperfectly provided districts to increase the apparatus in their respective schools, and have found in a officers the willingness, and, in most of the districts, the ability

to purchase what I advised. But I have in no case recommended a large immediate expenditure. I have preferred that a small number of articles be annually procured in each district, thinking that the cost of the many things desirable would be more lightly felt if distributed over a term of years, and hoping that successive applications for an outlay in apparatus might arouse a continuous and deepening interest in the supply of this want in the schools. Subjoined is a list of the additions of the year:

One set alphabet cards; two sets reading cards; three numeral frames; three large dictionaries; one new blackboard; two twelve-inch globes; two wall maps of the United States, and six sets of outline maps.

Four of the townships have public libraries. The other three towns have been organized quite recently, and have never received sufficient library money to warrant the commencement of a collection of books. There has been no apportionment of library funds during the last two years, and the amount now in the county treasury awaiting distribution is \$157. The number of volumes in the library of Houghton is 65; of Copper Harbor, 480; of Clifton, 504; and of Eagle Harbor, 608. These libraries are all in good condition, and the books are judicious selections from the various fields of English literature. The library of Eagle Harbor is the only one that has been enlarged during the past year. Three hundred and fifty-one volumes have been added, of which 33 were given by myself, 55 were collected and presented from the Copper Falls Circulating Library, and 263 were purchased with public funds. In Houghton, much of the township's proportion of library money has been misapplied to the maintenance of schools. The present officers—no one of whom is responsible for such misdirection of funds—express entire willingness to replace the sum improperly expended. As such misuse of library funds seems general throughout the State, and the present law is inadequate to prevent it, I suggest such

an amendment of the school law as shall subject any district, town, or county officer who misappropriates or assists to misappropriate library funds, to a fine of double the amount misappropriated.

The teachers of to-day are, as a whole, superior to those of last year. The good teachers of the previous corps have, for the most part, been retained, while, as far as I can at present judge, the new teachers will equal them in general effectiveness. In experience and culture, they unquestionably will. All have previously taught in counties where the standard of qualification is higher than any it has been possible for me to establish, and three out of four have had the advantages of normal school instruction. Several of the teachers retained from last year have diligently striven to merit promotion, and to three of them certificates of the second grade have been issued. All this is matter of encouragement, and, let us hope, but an earnest of what shall be. Yet improvement in the quality of instruction cannot wisely be left to the aspirations of a part of the teachers, and to the action of a few of the district boards. As long as the power to contract with teachers remains with the districts, I earnestly recommend that directors confer with the Superintendent before re-employment of any resident teacher, and, unless such teacher receive the emphatic approval of the Superintendent, that they apply for a teacher to the Superintendent in their own county, to the Principal of the Normal School in this State or some other State, to the Superintendent in Detroit, Chicago, or any other place where schools may reasonably be presumed to be excellent, or to our own Superintendent of Public Instruction. And I further recommend that preference be given in all appointments to lady teachers who can exhibit proofs of successful experience. Finally, to prepare the way for a vast improvement in the breadth, clearness, and wisdom of instruction, I recommend such an amendment of the school law as

shall give the appointment of teachers to the County Superintendents.

The average of attainment by the schools is much the same as last year. Such pupils as have been constant in attendance have made respectable progress, and the exceptional energy of one teacher has lifted a whole school to a higher level, but there has been little general advance beyond the old educational frontiers. The schools are still very backward, and teachers work amid disheartening difficulties. The registers show only forty-five per cent of attendance; of the pupils in attendance, a great many are either totally destitute of text-books or but imperfectly provided with them, and among the text-books themselves there is much want of uniformity. A partial remedy for the first of these evils, and a complete remedy for the others, it requires no great penetration to discover. The school law makes it the duty of the property of Michigan to educate the children of Michigan. It is the *right* of that property that the school taxes be so expended as to accomplish the widest practicable good. For this end, let us have one amendment to the school law to secure compulsory attendance; another, to establish uniformity of text-books in counties, or, better still, throughout the State; and a third, with provisions making it obligatory on specified school officers, under penalties for neglect, to place—at the cost of parent or guardian, if able to purchase, and, if not, at the cost of the district—all needed text-books in the hands of every child in the schools.

It may, possibly, seem to some that I am too ready with suggestions of change. But the five proposed amendments embody the germs of large and permanent reform, and the most important of them are already, in their main characteristics, parts, and invaluable parts, too, of the working educational machinery in other States. And if Michigan—to-day, in too many particulars respecting schools but a geographical expression for an aggregate of hundreds of independent districts—

is ever to become an efficient, organic whole, with a healthy educational life pulsating from the heart to the extremities, she has these and other beneficent measures to incorporate into her existing educational scheme.

LAPEER COUNTY—JAMES H. VINCENT, SUP'T.

SUMMARY OF LABOR.

This report will embrace the record of my official labor from Nov. 1st, 1869, to Nov. 1st, 1870.

Number of public schools in the county, 125. Of these two are union, and five are graded. There is one select school, in which all teaching is done in the German language.

Whole number of visitations made during the year, 100; whole number of schools visited, 93; whole number of days devoted to official business, 172.

Whole number of persons examined for teachers' certificates, 298; whole number having received certificates, 236. Of these, 3 received first grade, 46 second grade, and 187 third grade.

SCHOOLS.

During the year, four new districts have been formed, seven new school-houses—brick or frame—built, and two graded schools organized. The union schools—one at Lapeer, employing nine, and one at Almont, six teachers—are exerting an influence which is an honor to each, and a blessing to the community around. The five graded schools are destined, at no distant day, to exert an influence which will—if not at the present time—be felt, and demonstrate to the people that large districts *can* maintain the better schools. Some districts have raised money and purchased uniform books for their schools; still there is a lack of uniformity. Mental arithmetic, grammar, and orthography are taking their places among the

branches taught, and, notwithstanding all inconveniences and opposition, our schools are steadily progressing.

EXAMINATIONS, TEACHERS, ETC.

Regular examinations of teachers were held during the months of April and October, and their record shows a gain of 25 per cent. Our *live* teachers are employing all their time possible, and are improving, not only in book-learning, but in ability to manage their schools; and school officers are learning that *cheap* teachers are most expensive. The superiority of the system of county superintendency over the old is acknowledged by the people, except a few who are stereotyped, and "wedded to their idol." Owing to the limited time granted by the board of supervisors, I have not been able to accomplish what I had intended, having—the first year—learned the wants of the schools. I had laid out my work wherein, I think, I would have accomplished a greater amount of good. I am, this year, allowed two hundred days, at three and a half dollars.

Thanks to the people, for their kindness and hospitality.

LEELANAW COUNTY—S. J. HUTCHINSON, SUP'T.

My report of the common schools of Leelanaw county this year will vary but little from that of last.

I have made two tours for examination of teachers in the eight townships of the county, and likewise two rounds of visits to each school, while in session, in the thirty-three districts of the same. In my spring tour, I held examinations of one day's duration in each township; in my fall tour I held examination in but three places—that at the three angles of this almost equilaterally triangular county. I adopted this method to economize time and money, by giving two days to

each place, in lieu of one, as formerly, and, by having a larger class to examine, hoping to elicit a stronger interest.

The first day in each of the three places was devoted to the examination of teachers; the second day, to instruction of teachers in what I conceived to be the best method of teaching each common school branch of study, dwelling particularly upon blackboard exercises in all branches taught, including the a-b-c's, a-b, ab's, writing, reading, spelling, drawing, geography, and grammar, as well as the mathematics and natural sciences; advising that the blackboard, the drawing-slate, and copy-book alternate. Plans of school-houses were also presented, implying these improved methods of instruction, by giving the largest amount possible of blackboard surface, and sufficient space for using it,—the same, also, for maps, charts, globes, and all other apparatus needful in a school-room. This was secured in all the plans presented, by having a space at least three feet wide between the walls and outside tiers of seats, for class exercise, and two places for class recitation, one immediately in front of the teacher's desk, the other at the opposite end of the room farthest removed therefrom, thus drawing out the energies of the voice in recitation, with all its good results.

Ventilation was easily provided in cheap school-houses built without vestibules, by placing a large stove as near as possible, and just opposite, the one single outside door, and on the other side a screen of matched boards at least eight by ten feet, with a large sliding pane of glass in the center, between it and the teacher's desk. The screen intercepts the too intense heat upon those near the stove, and as the cold air rushes in from the open door upon it, it becomes heated before it is thrown over and around the screen to the opposite end of the room. Thus, with a ventilating fire-place and chimney, and stove-pipe entering the latter, the whole room becomes evenly warmed and freshened. By constantly inhaling warm and

fresh air, the mind is renewed for better exertion, and the weight of a stifling atmosphere lifted from the spirits.

I constantly advocate the introduction into all the schools of the word-method of teaching the alphabet, and rudiments of reading; and also insist that the *sounds* of the letters should be first given, either singly, or as combined in syllables or words, pronouncing or *spelling by sound*; then the *names* of letters, singly or combined,—spelling simply, or *spelling by name*; then *writing* them thus, on blackboard, drawing-slate, or copy-book,—dictation exercises, or *spelling by writing*. This should constitute the method of recitation in all exercises of the kind, as it is the only complete and economic one. I also encourage the object method, as it is simply the method of science, and, in the absence of real objects, implies accurate pictorial representations, on maps, charts, tables, and all kinds of apparatus.

The duties of a Superintendent of Common Schools, as I conceive them, should embrace instruction and direction of teachers, as well as examination, wherever it is needful and possible, as is too often the case in this county at present. Teachers' Institutes imply this, but voluntary attendance at such has been proved to be a failure here. In view of the above facts, and of the limited time allowed by supervisors per year for superintendency,—fifty days, at three dollars per day,—I have to economize the time in order to accomplish the work desirable to be done. My necessary plan, then, is to take instruction to them as I meet them at examinations and in their schools, rather than try to have them meet me at one stated point. I aim to give at least half a day to each school when visiting it, so that I may hear as many classes recite as I can, at each visit. At such times, at the teacher's request, I often take hold and drill each class as I would have them taught, or suggest privately to the teacher, if it seem necessary, such improvements on their own methods as may occur to me, complimenting them when possible, and in all cases avoid-

ing unfavorable criticism before their pupils. At these times I urge to have present all patrons of schools who may find it convenient to be so, that school matters may be agitated broadly, and corresponding good accomplished.

Our school-houses are mostly log, and many of them poor at that, although there is almost a universal desire to build better as soon as means will permit; but owing to many without quit-claim deeds to their lands, and the few who have to foot the tax-bills, it cannot yet be done. Before better houses, I advise apparatus, maps, charts, and blackboards, which things cost less than buildings, and give immediate results in mental culture, the end to be attained.

The Indian Reservation, as it now rests, is the oppressing nightmare of this region, and a dead-lock on school progress and all other public good. Like the dog in the manger, it eateth not, nor permitteth aught else to eat. It literally interferes with the formation of new districts and the economic supervision of those already formed, producing a dissipated state of school affairs. When will this absurd tutelage end, and our legislators treat the Indian as a responsible being, as a citizen, and a man, in conformity with the Declaration of Independence and the Fifteenth Amendment, and cease to treat him as a minor? Or, after the trial of a century, do they still hope to reverse a law of nature?

Libraries, in sparsely settled counties like this, where the number of volumes is necessarily few, it would be well to have centralized and organized as township libraries, all the books of which would thus be accessible to all in the township, in the same way that the postoffice is available. More care would thus be taken of the books, and a greater responsibility felt, in proportion to the size and importance of the library. Not much has been done with libraries this year, and the fine moneys distributed to the eight townships have not been used for library purposes except in two. For the Leelanaw Township Library, at Northport, about fifty dollars worth of books

have been added annually for several years past, and we now have a collection of over four hundred well selected volumes.

Would it not be for the best to put the whole matter of public books into the hands of the State Board of Education, and empower it to allot such books to each township or district library? If not to this extent, why not authorize said Board to determine the text-books for the common schools of the State? This might necessitate furnishing them free, like other school expenses, but it seems to be the only ready way of effecting a uniformity of books in the schools, and of bringing the *best talent* to bear in this direction, though it might seem to interfere too much with local authority. School blanks for reports of teachers, as well as of directors and inspectors, should be supplied by the State. *Why* should not the State furnish apparatus, text-books, and library books, as well as free schools, from the same fund, and thus complete the now partial practice of a perfect theory?

For this county, I advocate fewer months taught, with higher wages paid, that better teachers may be secured; and that such time of schooling should always occupy the winter months at least, at which season most children have leisure to attend; and although snow here is then deep, it is possible for them to attend, the roads becoming more padded by travel each succeeding winter, as the country becomes more populated. After drifting snow-storms, parents can break roads with teams, and embrace the opportunities for visiting their schools each time,—an end much to be desired. Thus, in this new region, where schools cannot be continued but a portion of the year, and where labor is scarce, or cannot well be paid for, parents can have their children's help at home during the busiest season, from maple sugar making to harvesting, inclusive.

There are now but two government schools for Indians in the county,—one in Leelanaw township, and the other in Bingham. The one at Onomonesse village, in the former

township, has been discontinued within the past year. The average annual fund for each of these schools has been about four hundred dollars.

For our graded school at Northport, sixty dollars was voted at the annual meeting, for apparatus. This has already been appropriated for a partial set of Guyot's Intermediate Wall Maps, a twelve-inch Perce's Magnetic Globe, with objects, and a partial set of Wilson's School and Family Charts, all of which are now in use. It was also voted to raise sufficient funds to secure the lots contiguous to the building, for an ample yard and play-ground, to be hedged or fenced hereafter, when we shall be able.

We have but one graded school yet, although another is to be organized at Leeland soon.

Since my last report, I have granted certificates, two first, fifteen second, and thirty-five third grade, making a total of fifty-two. I have rejected six applicants.

LENAWEE COUNTY—C. T. BATEMAN, Supt.

In some respects there has been but little change in school matters since last report, while in others there has been commendable progress.

There has been an improvement in the grade of teachers. Teachers are beginning to have a greater desire to get certificates indicating a higher per cent. Teachers' wages have also made considerable advancement during the year. The three-term system is coming into general use, and there are now very few districts of any strength that retain the old two-term system. School-houses are being built in every part of the county, and they are generally elegant and convenient buildings. People mostly receive with favor the free-school system. It seems to be working well in this county, and the appropri-

ations are liberal. A large number of our people, however, favor some kind of compulsory attendance upon the public school. The district libraries remain in about the same condition as heretofore.

The library fund is usually laid out for books, as the law directs; but little interest, however, is manifested in either the use or preservation of the libraries. There is still a great lack of uniformity in books, and the want of apparatus is almost universal. Although from the first there has been much opposition to the system of County Superintendency, yet I have universally received the most kind and hospitable treatment. My compensation was fixed at four dollars per day and the time unlimited, for the first year, and it still remains at that figure.

WORK DONE.

The whole number of certificates granted is 443,—first grade, 4; second grade, 182; third grade, 257. The whole number of teachers needed when all the schools are in operation is about 260. Some districts employ different teachers each term, which accounts, to some extent, for the large number who received certificates. The whole number of school visitations was 286. The whole number of districts reported by the inspectors is 199. Number of graded schools, 12. Number of new school-houses, seven,—five brick, and two frame. A very successful State Teachers' Institute was held at Blissfield, in March, which was attended by about one hundred teachers. A Normal Class was organized at Adrian, September 12th, which continued in session three weeks.

The whole number of teachers enrolled was thirty-nine, nearly all of whom were very regular in attendance. No school journal has been published, but educational articles have been printed occasionally in the county papers. The schools have generally done well, but, as usual, there have been a few failures: some for want of ability to govern, and others from lack of support by the school board. In my

school visitations during November, 1869, I met 83 per cent of the enrollment; in January, 1870, 84 per cent; in May and June, 90 per cent; in July, 60 per cent. The average during the year, 79 per cent. This shows quite conclusively that July and August schools are of but little benefit, and that hot weather destroys largely the utility of our schools, by decreasing the attendance.

MACOMB COUNTY—DANIEL B. BRIGGS, SUP'T.

My fourth annual report of the condition of the public schools in Macomb county, accompanied by a brief statement of official work for the year 1870, is respectfully submitted:

Although the past year has been marked by no extraordinary educational progress in the county, yet there has been a steady advancement. The people generally have been more liberal in their support of the schools, and have encouraged teachers and pupils by their presence in the school-room oftener than during the three previous years.

The number of school districts is the same as last year, viz: 112. One new district has been organized in the township of Lenox, and the consolidation of two districts effected in the township of Ray. The Union school departments and ungraded schools of the county aggregate 132, requiring the employment of 138 teachers. No private or select schools are sustained, aside from the church schools, German-Lutheran, and Catholic, of which there are ten, having an aggregate enrollment of 480 pupils. There are in the county 114 public-school buildings, 95 frame, 14 brick, 2 stone, and 3 log. The few that are wholly unfit for present use will without doubt be soon displaced by creditable buildings. Those erected during the year are substantial, convenient, and tasteful, and well supplied with the improved furniture.

As appears from the Inspectors' reports for 1870, the school property is valued at \$99,678 00, and the total expenditure for building and repairs \$5,888 17. The pecuniary resources of the districts are reported at \$51,364 30, against \$48,632 13 last year; their total indebtedness is only \$4,235 71. The total number of months' school during the year, 792. The aggregate number of months taught by all the qualified teachers, 980,—by males 240, females 740,—being an increase over the teaching of the previous year, and a fair average for each school. There is a prevailing disposition to adopt the three-term system, and in a considerable number of districts the schools were suspended during the hot months of July and August. The practice of continuing successful teachers in the same school through a series of terms, has by no means become general. And it is evident that our district officers do not yet realize to what an extent the frequent changes of teachers retard the progress of our schools.

The wages paid to male teachers during the year are reported at \$11,970 96; to female teachers \$18,104 50, making a total of \$30,075 46, which does not vary materially from the amount expended the year previous. The "boarding around" system has been quite generally discarded. The total number of months' board furnished by districts, as reported, is only 90½; nearly nine-tenths of the teachers employed were allowed to make their own provisions for board.

The attendance upon the schools has increased. The last census enrollment gives 9377 children of school ages in the county, and 7165 have been in the schools during some portion of the year. The percentage of attendance upon the whole number enrolled both winter and summer, was nearly 70. The Term reporting system, adopted three years ago, has been adhered to; the teachers were supplied with blank reports, to be filled out and forwarded to me at the close of their terms, and these have furnished a formal statement of the condition of each school in respect to attendance and general interest.

These are kept on file, to be handed over, with other documents, to my successor in office. The system of reporting and granting Cards of Honor for attendance, was introduced in the hope that it might aid in securing more regular and prompt attendance upon the schools. It is gratifying to report that it has accomplished even more than was anticipated.

There has been a decided improvement in the visitation of the schools by the district officers and patrons, as shown by the teachers' reports. The number of visits by the former during the year is 530, and the number credited to the latter is nearly 1800. My own visits have exceeded in number that of any previous year. In fact, the better part of my time has been given to school visitation, deeming it of prime importance to be constantly acquainted with the actual condition and wants of the school, and to learn from personal observation the manner in which teachers were doing their work. The schools, for the most part, have been found in successful operation, and the teachers, as a class, faithful in their work. My relations with the teachers have been friendly and cordial, and my earnest purpose has been to assist and encourage them in their patience-trying work, to the extent of my ability. Whenever there were indications of friction, I have sought to remedy the same, having a just regard to the local interests of the districts, and when any interference has seemed necessary. I have worked through the district boards, in most cases with satisfactory results.

The examination of teachers has been held in compliance with law, and conducted after the method adopted three years ago, which provides for both an oral and written examination, each candidate being required to submit to both, and the certificates granted bearing upon their face the per cent of questions correctly answered in each branch of study, as also the average marks secured. A complete record of the standing of every applicant for a certificate, as also the manuscripts furnished by the written examinations, are kept on file in my

office for future inspection. The attendance upon the regular examinations during the year, by citizens interested in the prosperity of our schools, was truly gratifying.

The whole number of certificates granted during the year was 227; of the first grade 13, of the second grade 86, and of the third grade 125.

In the examination of teachers, I have endeavored to exercise great care, having regard to ability and success in teaching, as well as to scholastic qualification, believing the school-room to be the only practical test of a teacher's ability. In my visitation of schools, while I have not lost sight of methods, I have given special attention to results. If the pupils are orderly, if they give evidence of being trained to habits of study, if by their recitations and reviews they show that they are being thoroughly instructed in the several branches of study pursued, if by their actions it appears that attention is being paid to good manners as well as to books, and that the refining process has been introduced and being dilligently carried out, then I mark the teacher there a successful one; and this must have its influence in future examinations. One of the difficulties we have to contend with here, the same that exists elsewhere, is the necessity of employing so large a proportion of young and inexperienced teachers. This is accounted for, in the main, by the short continuance of most of the schools in the rural districts; so short, that many of our best male teachers, especially, cannot afford to make teaching a business, being out of employment so long a time during the year,—six months being about the average time schools are in session during the year. The wages, though perhaps not what they should be, would secure those experienced teachers, if they could make longer engagements. They being lost to the profession by finding constant employment in other branches of business, compels the employment of a new class of teachers, who lack that maturity of judgment and experi-

ence that the exigencies of the school-room require. We stand in serious need of a larger number of teachers trained for the work ; those who have received such instruction as can best be obtained in the Normal Schools. When we view public-school teaching throughout, and consider the limited professional preparation made, and the altogether temporary and subordinate ends for which the business is pursued by the great majority of teachers, it must lead us to wonder how the schools are so successful as they are. Our County Teachers' Association has held two meetings during the year, but slimly attended, notwithstanding two-thirds of the teachers in the county are enrolled as members. Some are habitually absent from all the meetings of the Association and Institutes, and those who stand in most need of the benefits to be derived by attending them. The influence of neglecting such means of instruction is painfully evident in the commonplace and inefficient management of their schools.

It is true that associations and institutes are but poor substitutes for systematic instruction ; but at present they are the only means of normal training within the reach of the greater portion of our teachers, and on this account especially should be encouraged and sustained by the presence and assistance of every teacher in the county.

In regard to my own labors, I have only to say in conclusion, that it has been my constant endeavor to promote the interests of the schools under my supervision, and to make my office one of suggestion and assistance, rather than espionage and fault-finding. Although I am satisfied that the schools are steadily improving, yet there is not that co-operation on the part of the people that there should be, nor the interest manifested that the importance of the work demands.

MECOSTA COUNTY.—M. BROWN, SUP'T.

Since my last annual report, the railroad has reached our borders, and brought with it a large number of people. The lands granted by the United States to the Grand Rapids and Indiana railroad company, for the purposes of construction, are being rapidly sold to actual settlers; and as the inhabitants of the county increase, there is of course an increased demand for schools.

In 1860 the present county of Mecosta, together with the entire territory now Osceola county, and four townships of the county of Montcalm, contained in round numbers one thousand people. In 1870, Mecosta county alone contained in round numbers six thousand people. During the last school year a large number of new districts have been organized, and not a few old ones diminished in size. Many new school-houses have been built, which are entirely superior to those formerly built, both as to comfort and convenience.

In fractional district number one, of Deerfield, which has been organized less than nine months, but which contains one hundred pupils, a comfortable two story frame house has been built, at an expense of two thousand dollars.

In district number three, of Wheatland, a one-story building which cost five hundred dollars is ready for use.

Many other houses, at less cost, but which answer the present wants of the districts in which they are located, have been finished since my last annual report. During the past year I have held one institute, which was well attended by teachers and those desiring to become teachers.

I have delivered public lectures in some townships in the county, but not in all. I have, however, visited every township, and report the schools in a better condition than they were a year ago.

I have issued certificates as follows: First grade, 2; second grade, 30; third grade, 26.

The course of studies taught in the common schools does not meet the wants of the pupils. The common school should qualify its scholars at least for the transaction of ordinary business. This however, is not now the case, nor will it be until other branches than those now taught are introduced in our common schools. I think that if our Legislature should pass a law requiring teachers, in order to obtain even a third-grade certificate, to pass an examination in the Constitution of the United States, the science of accounts, and the more general principles of mercantile law, much good would result therefrom.

I think that the duties of district and township school officers should be simplified more than they now are. The men who hold the offices above named are not, as a rule, acquainted with the rules of law to any considerable extent, nor have they time, aside from their other duties, to acquaint themselves therewith; they therefore not unfrequently make mistakes which jeopardize and embarrass their respective districts, and sometimes entire townships. If the office of School Inspector was abolished, and the power to organize districts vested in the Board of Supervisors, and the directors permitted to make their reports to the County Superintendent, and he a report embracing all the directors' reports, to the Superintendent of Public Instruction, the change would be advantageous not only to the districts and townships, but would lessen the labor of the several officials through whose hands the Inspectors' reports now pass.

I have carefully observed the workings of the amendments made to the school law in 1869, and report that they are much better than the old system.

MIDLAND COUNTY—J. R. JONES, SUP'T.

In transmitting my second annual report to the Department of Public Instruction, of the condition of the schools in this county, I do it with no little degree of pleasure. The results of the past year bear evidence of a marked growth and advancement in our school interests.

There are twenty-three school districts in this county, including one in Gladwin, that report to me, of which one has graded schools. Twenty-two were taught during the past year by qualified teachers. Length of terms during the year, from three to nine months each.

I have visited nearly all the schools once, some twice or three times; have advised a change of time for holding schools, which will be one, two, or three short terms, depending upon the amount of schooling,—fall, winter, and spring terms. Much money is lost by holding schools during the sultry months of the summer, as one-half to three-fourths of the pupils in nearly all the schools are retained at home during the busy season of the summer, to assist in securing crops, and for various other objects.

I have granted four certificates of the second grade, and twenty-seven of the third, and renewed two in the past year.

Most of the teachers held third-grade certificates, yet they have attained a much higher standpoint in their examination than formerly, and the demand for better teachers is becoming universal.

The second Teachers' Institute was held here in the month of September, assisted by Professors Goodman and Estabrook of East Saginaw, who rendered us invaluable assistance. The interest was marked, and much good resulted.

SCHOOL-HOUSES.

A general progress is being made in the way of building new and repairing old houses. Log houses are giving way,

and framed buildings take their place. None, however, are properly provided with apparatus, but many people are willing to provide for the comfort and convenience of the children as fast as circumstances justify them.

A variety of text-books is used in many schools, which is a great obstacle to the success of our district schools. Much is being done to remedy this evil.

The library question is almost a dead letter. From some latent cause, but little interest is manifested in that direction. One library, only, has been formed in the county during the year.

In concluding this report, I have the satisfaction of knowing that my labors have resulted in good, yet I am not unmindful of the fact that *much* is yet to be done to bring the schools up to the stand-point that they may yet attain.

While visiting schools, I am cheerfully met by citizens, teachers, and scholars. All look upon the Superintendent as the head-center of the school system,—from that all things radiate.

MONROE COUNTY—ELEM WILLARD, SUP'T.

The annual reports of the school inspectors for this county have all been forwarded to you. They give the full statistics of the public schools, and in most respects are reliable. The number of children in attendance is not fully reported.

I shall not re-state anything contained in the reports, but call your attention to the result of a comparison between the reports of 1869 and 1870:

	1869.	1870.	Increase.
Census.....	9,826	10,148	322
Attendance.....	5,927	6,005	78
No. months school.....	788½	830½	42
Teachers' wages.....	\$17,877 72	\$21,334 47	\$3,457 82
Value School Property.	86,333 00	96,067 06	9,734 00

Beside this increase, we have lost one fractional district that has heretofore been reported in this county, which is not reported in 1870. In 1869 it returned—scholars, 145 ; attendance, 106 ; number months school, 8 ; value school property, \$4,000 ; teachers' wages, \$240.

You can readily see that the real increase in this county is much more than shown by the foregoing figures.

I have made 230 visits to the different schools during the year. Parents, teachers, and scholars seem alike desirous and gratified with such calls. It is not easy to describe wherein they are beneficial ; but, certainly, they have a manifest tendency to stimulate all connected or interested in the welfare of schools, to closer application and greater effort. I am publishing a column in each of our county papers, the same matter appearing in each. I hope to have one in the hands of each teacher the coming winter, and thereby be enabled to make a weekly visit to each school.

Last winter a blank term report was given to each teacher and director. The result was 47 teachers', and 25 directors' reports. The past summer teachers only were requested to report. A list of questions was published in the papers, and a sample report, also. Only 27 teachers responded. The reports received were very good.

I am more than ever convinced that a system of term reporting by teachers should be persevered in, and shall press the matter with more earnestness this winter.

In examinations I have endeavored to be as easy as possible, and have tried to prevent teachers from putting too much stress upon the *grade* of their certificates. My object has been to gain the good will of the teachers, and work in harmony with them. I have tried to show the way in which they can obtain required information, and to induce them to improve themselves by reading and study ; at the same time to create a just impression of the importance of their position, and that *esprit de corps* which carries with it so much force.

The number of surplus teachers has been steadily decreasing. At present there is but one teacher, within my knowledge, desiring a situation. Your own observation at the Teachers' Institute, this fall, is better than my word, for the zeal and earnestness of those employed. There are but thirteen teachers holding their first certificates. I certainly look for an improvement in the *condition* of our schools during the coming winter, that will be *apparent* to all.

MUSKEGON COUNTY—A. I. LOOMIS, SUP'T.

DISTRICTS.

The number of school districts now reported is sixty-four,—seven new ones having been organized during the year.

GRADED SCHOOLS.

There are but two graded schools,—the same as in my report of last year. Another department has been added to the Whitehall graded school, and a new room has been built for the same, making four grades in all. These schools are still under the superintendency of A. C. Ellsworth, Principal.

The Muskegon school has another department, with a new building, first occupied during the winter term. Two new schools will be opened immediately, and new rooms will be furnished ready for the coming spring term. Present number of departments, fourteen. Prof. O. B. Curtis is superintendent of these schools.

NUMBER OF SCHOOLS.

The whole number of schools open from one to three terms, is seventy-four. There were sixty-three schools open in the winter, seventy-one in the summer, and twenty-two in the fall.

NUMBER OF SCHOLARS REPORTED, AND NUMBER ATTENDING

Whole number of scholars reported in the county, 4,421; attending school, 3,331; being an increase in the county over

last year's number, of 361, and an increase of attendance of 376, or, respectively, of nearly nine and thirteen per cent. Something more than seventy-five per cent of all the scholars attend school.

Aggregate number of months taught, 505 3-5; average number of months 254 3-5. These figures show that pupils are out of school about one half of the time their names are enrolled. Can they make rapid attainments in their studies while such a habit of non-attendance prevails? The average length of school term is 6 4-5 months. The average number of scholars attending during this length of term, is 1,666,—less than 38 per cent of whole number reported.

One hundred and sixteen school visits have been made during the year,—fifty-three in winter, and sixty-three in summer and fall terms.

Eleven first, fifty-seven second, and fifty-one third grade certificates have been given; total number, one hundred and nineteen. Rejected applicants, nine.

SCHOOL HOUSES AND IMPROVEMENTS.

Number of frame houses, forty-two; log houses, twenty-two. Six new frame houses have been erected; five of them are very good. A considerable change has been made in the improvement of school grounds, out-buildings, fences, etc. A large increase of blackboard surface is manifest; and some districts have invested small amounts for globes, dictionaries, numeral frames, etc. Total amount of school property in the county is valued at \$50,795.

WAGES.

The superintendent of the city schools of Muskegon has received \$160, the teacher of the high school \$70, the grammar school \$50, and the other twelve teachers an average of \$44 per month. The salaries of several of them have been increased. Average wages of all the other teachers in the county is \$33 28; of males, \$43 48; of females, \$21 78

per month. Nearly one-half of the latter have "boarded around," the worth of which, whatever it may be, is not, of course, included in the above estimate of wages. Total wages of teachers \$16,830.

Number of visits by school directors, is one hundred and three,—a large increase upon last year.

INSTITUTES.

Our semi-annual Teachers' Associations or County Institutes are always well attended; especially considering the facilities of communication throughout the county. An earnest spirit of improvement is always manifest, and a hearty co-operation by the teachers present, in all the labors and duties of these meetings, has prevailed. Unquestionably much good has already resulted from them to the schools of this county; and district officers ought to appreciate them better than they hitherto have appeared to, and would do well to afford every facility in aiding teachers to attend them. It is believed there is no substitute for them, that will in the same time produce such favorable results to the cause of common-school education.

THE TEACHERS.

The teachers, as a class, are deserving of much praise for their improvement in adopting better methods of teaching, and in higher attainments in the branches taught in our schools. Teachers of the highest qualifications ought to be placed in all our schools, however small in number or little advanced they may be. But many difficulties arise in attempting to do this work, and such teachers cannot *always* be found. School boards are not always willing to pay the wages demanded, either for want of means, or a want of appreciation of the benefits of a good teacher, or both. The idea is quite apparent in some districts, that because "our school is small and backward, therefore, some one without much knowledge or experience, will do very well for us;" as though

the teacher's requirements need be but one step in advance of her pupils.

There were seventeen men teachers employed in winter and but three in summer. A great responsibility seems to rest on the women teachers of Muskegon county. Will they rightly discharge it. The evil of non-attendance still haunts us in our statistics from year to year. The feast is spread, but we do not partake, or we eat but sparingly. There seems to be no remedy but to invite, to beseech, to appeal again and again to intelligence and common sense to remedy this great evil.

My associations with the people have been very pleasant and agreeable to me, and it may be proper here to state my conviction, that the people of this county who most appreciate our noble common-school system are in harmony and satisfied with the relation that this office sustains to that system. And in conclusion, if my humble efforts have in any degree tended to promote purity of sentiment in the minds of their children, or stimulated them to higher attainments in knowledge, it is my greatest reward.

NEWAYGO COUNTY—CYRUS ALTON, SUP'T.

The schools of this county are as prosperous as could be expected in a region where so much attention is paid to pine logs, and the country is so new. We have some very good houses, and some, of course, that are not even an excuse. There are, at present, 32 frame and 18 log school-houses in the county, and three districts are without any house at all, only as they rent a private room, or occupy the town-house. Quite a number of the districts will build next summer.

The attendance at the public schools is not so large as it should be, considering the number of children in the county and the great advantages they all have of attending some of the schools. During the summer term I visited 45 schools;

found 1,144 children enrolled, and an average attendance, the day visited, of 16 5-9. I have prepared blanks for term reports, and forwarded two to each teacher, requesting that they fill the blanks and leave one copy with the director, and send the other back to my office immediately after the winter term closes. In these reports I shall have the name, age, number of days present and absent, of each scholar in the county. I shall then forward "Cards of Honor" to those who have been most punctual and conducted themselves the best during the term.

Our teachers are generally wide-awake to the interests of the schools, and labor earnestly to try to make them what they ought to be. I have tried to conduct my examinations in such a way as to encourage good teachers, and discourage those whom I had every reason to believe would always be poor ones.

I have held examinations in nearly every town, during the past year; examined over 100 teachers; granted 2 first grade, 35 second grade, and 53 third grade certificates.

We have held no Institutes during the year. Most of the teachers have had the privilege of attending school a portion of the time, where they could learn as much about the theory of teaching as they could at an Institute.

I have done my best to secure a uniform system of textbooks, but my success in this direction has been very limited. I have now called upon the teachers to furnish a complete list of the books used in the several schools. I shall then place a list of these books before every school officer in the county, so they can see what a disadvantage they require our teachers to labor under in this respect.

OCEANA COUNTY—A. A. DARLING, SUP'T.

There are sixty school districts; ten new districts have been organized during the past year in this county. There are but two union or graded schools in the county,—one at Pentwater, the other at Hart,—having six teachers in both schools.

SCHOOL HOUSES.

There have been several fine school buildings put up the past summer, taking places of the old log ones.

BOOKS.

There has been a great change in several of the districts, in numbers and kinds of books. Some of the districts order the scholars to have uniform books; other districts buy the books by tax.

APPARATUS.

Several of the districts have been getting blackboards, outline maps, globes, dictionaries, etc., the past year.

SCHOOL VISITS.

Last winter I visited every school but one in the county, and several of four and five months terms twice. The past summer I visited all but one of the schools; in each school I spent from one-half to all day, hearing classes and giving instruction.

TEACHERS.

There has been a great improvement in the teachers of this county the past year; and, to the honor of the teachers, each seems to try and teach the best school of the county. There seems to be a perfect harmony between Superintendent and teachers,—each working the best they know how.

EXAMINATIONS AND CERTIFICATES.

I hold public examinations of teachers in each town where there are schools and teachers.

I have granted the past year, from October 31st, 1869, to October 31st, 1870, ninety certificates, of the three grades as follows: First grade 8, second grade 27, third grade 65; rejected 5.

INSTITUTES.

I have held two institutes this fall,—one in the village the first week of October, with a fair attendance, and of great benefit to the teachers; the second at Hart, the county seat. There were a good number of teachers present, and of first-class lectures delivered on the various branches of study, and best methods of teaching same.

WAGES.

I receive four dollars per day, with all the time necessary to be employed. The teachers received the past summer from three to five dollars per week and board. The districts pay from twenty-five to thirty-five dollars per month, besides board, this winter.

I have prevailed on many of the officers to visit schools with me, and the officers are getting awake on the subject of education. It has been a good year in this county.

OTTAWA COUNTY—A. W. TAYLOR, SUP'T.

VISITATION OF SCHOOLS, ETC.

There are 114 school districts reported in this county, eleven of the number supporting graded schools, and employing, in the aggregate, 38 teachers, to wit: Vriesland, 1; Zeeland village, 2; Groningen, 2; Holland city, 8; Grand Haven city, 9; Spring Lake village, 5; Coopersville, 2; Lisbon, 2; Eastmanville, 2; Lamont, 2. One hundred and forty-one teachers are required to supply the schools of the county.

Schools have been in session in nearly all the districts during both the summer and winter terms, and have been visited by

me, with but few exceptions, once during each of those terms, spending one-half day, usually, in each school, frequently taking charge of classes, by way of illustrating some improved method of teaching not well understood by the teacher, perhaps, and in giving such hints to both teacher and pupils as may tend to the greater efficiency and acceptability of the school.

TEACHERS' INSTITUTES.

Two Teachers' Institutes have been held during the year,—one in April, at Spring Lake, under the supervision of the Superintendent of Public Instruction,—a State Institute,—and the second one at Berlin,—a County Institute,—both well attended by the teachers of the county, who almost universally express themselves as not only well pleased, but greatly benefited by hints presented and instruction given, not only in the best approved methods of teaching, but of conducting schools.

Another very important measure secured, to a goodly degree, at least,—and one worthy of note,—by the attendance of the teachers generally at our Institutes, is a

GREATER UNIFORMITY

in the methods of teaching and discipline of the schools in the different portions of the county, thus saving much loss of time, and many other inconveniences, that have hitherto resulted, in the exchange of teachers having widely diverse methods of imparting instruction and of conducting other duties of the school-room, that occur so frequently in many school districts.

EXAMINATION OF TEACHERS.

My examinations of teachers have been conducted with greatly increased exactions over those of the past year, constantly impressing the minds of teachers forcibly with the idea that their profession is, as a matter of necessity, a *progressive* one; and as a matter of duty and justice to themselves, as well as to their patrons, they should seek, by every

means presented, higher and higher attainments as teachers and strive to excel in the profession. Hence, several who have disregarded wholesome counsel, and have manifested an unwarrantable indifference and lack of energy in the discharge of the duties of the school-room, and have, consequently, succeeded but very indifferently as teachers, have failed to obtain a renewal of their certificates, as well as others who have made little or no advancement in mental culture since their first examination on application for a certificate.

The *injustice* of licensing incompetent persons to teach, clearly forbids the granting of permits to those who have not attained to, at least, a commendable degree of excellence, in a proper preparation for a position of so great importance and responsibility. To honor such, is doing *very great injustice* to both teachers and pupils, as well as tax-payers.

THE PER CENT OF ATTENDANCE

of pupils in the various schools during the past year, as reported, exhibits a very encouraging feature as respects the increased interest in our schools, both by patrons and pupils, and speaks well of their attractiveness and efficiency,—especially when it is recollected that the general unhealthfulness of the past summer has prevented a very great number, especially in this portion of the Grand River Valley, from attending school with any considerable degree of regularity.

SCHOOL BUILDINGS.

Several school buildings of merit have been erected in the county during the past year, and others enlarged and greatly improved, exhibiting great liberality and interest in proper school provisions by citizens. Among others worthy of note, is the building now in course of completion by the citizens of Grand Haven city,—a brick building of great beauty and fitness, erected at a cost of about. \$40,000,—and the one in the village of Coopersville, just completed at a cost of \$5,000, also of brick.

DISTRICT LIBRARIES.

I regret that the people of our State are not better provided with the means of much very desirable information that results from a well selected public library, free to the citizens of every organized township, for I am fully persuaded that school district libraries cannot be made to meet the wants of the reading public unless some more liberal means than those hitherto existing can be adopted to render them far more complete than at present, by legislative enactment.

In Ottawa county we have scarcely a district library worthy the name. The division of the township library among the several school districts, generally adopted by the townships of our county, was a sad mistake, and has resulted, in most instances, in the total obliteration of all traces of a public library of any kind.

In conclusion, I am gratified and encouraged with the assurances that reach me from all parts of the county, that the labors of teachers are being generally crowned with success, and the schools uniformly increasing in efficiency and usefulness.

SAGINAW COUNTY—J. S. GOODMAN, SUP'T.

Time in its ever onward march has brought us once more to the period when it becomes my duty to present a report of another year of Superintendent's work. So far as the general details are concerned, a few lines will perhaps give all the information that is absolutely necessary. During the year I have found an abundance to do,—enough to occupy all my available time. I have had two hundred and five applicants for certificates, of which number seventeen have been rejected as incompetent. One hundred and eighty-eight certificates have been given, viz: Two of the first grade, nineteen of the second, and one hundred and sixty-seven of the third. I have

visited one hundred and seventy-seven schools and districts,—have held a teachers' class lasting four weeks, have assisted in holding a Teachers' Institute in Midland county, and have lectured a few times on educational topics.

The whole number of districts in the county, as shown by the Inspectors' reports, is one hundred and three,—in addition to which there are two or three from which no report has been received. The whole number of teachers employed in the county during the year is two hundred and forty, while out of a school census of twelve thousand one hundred and eighty, we have a school enrollment of eight thousand and seventy-two, or about sixty-six per cent. Quite a number of school-houses have been erected during the year, and those alluded to in a former report as in process of erection in East Saginaw and Chesaning have been completed and occupied. The whole number of months school reported this year, is one thousand one hundred and fifty-four, against one thousand and twenty-one last year, showing a gain of one hundred and thirty-two months of teaching. An examination of the financial condition of the districts will also show signs of improvement, especially in the increasing value of school property. Thus far, then, our educational interests seem to be in a healthy condition. There is, however, another direction in which we may look, where I fear we shall not find the indications equally pleasing. In a former report I mentioned as among the greatest obstacles in the way of a successful prosecution of our educational work, "the irregularity of attendance on the part of the scholars." The observation of the past two years has but added strength to the conviction I then expressed. As noticed above, we have a school enrollment which comprises about sixty-six per cent of the whole number of children between the ages of five and twenty. It must not, however, be supposed that any such percentage of our children and youth are being educated as this would seem to show. It must be remembered that every child who enters our public

schools as a scholar is enrolled, even though he is present but a day or two in an entire term. Indeed, my own observation has satisfied me that but little more than fifty per cent of the children regularly attend school. In some instances the state of things is even worse than this. In one school that I visited, I found on examining the Register that the winter term of school had been four months, or eighty days. Looking over the record of attendance, etc., I found the following state of things: Whole number of children in the district, 75; days taught (deducting two for holidays), 78; whole number of scholars enrolled, 63; present more than half the time, 30; present between one-fourth and one-half the time, 7; present less than one-fourth the time, 26; present not exceeding ten days in the entire term, 17.

In another district where I did not go quite so much into details, I found as follows: Whole number of children in the district, 76; whole number of children enrolled, 56; average daily attendance 24; average daily absence, 32.

In neither of these cases did I hear of any dissatisfaction with the teacher, nor did I select them as being the worst cases that might have been found. Certainly it will not be claimed that a child is enjoying the means of education, who is in school only one-fourth, or even one-half of the time school is taught during the year. The fact is, the average attendance throughout the county, as seen in the Inspectors reports, is less than four months in the entire year. And is it not further true, that the semi-occasional presence of such scholars is a positive detriment to all the classes with which they are connected?

In view then, of facts such as these, does not the question of a remedy commend itself to every earnest, thoughtful mind? What can be done to arrest—to cure—an evil such as this? Is there any way in which it can be reached and remedied? I am well aware that this is not the place for a discussion of this important subject. I submit it to the serious

consideration of all who are interested in the great work of education, and who would fain prevent our noble school fund from being so fearfully misimproved as seems from these figures to be the case.

SANILAC COUNTY—C. L. Nims, Sup't.

I have the honor to report that the past year has been one of progress in educational matters in this county, and the outlook for the coming year is encouraging. Since the inauguration of the county superintendency, it has been my constant care to gradually raise the standard of the teachers' qualifications, in order that the schools might be better supplied with efficient laborers; and I am happy to be able to state, in reviewing the past three years, that an advance has been made, and the interest in schools and school matters correspondingly increased. There is still much need for improvement.

During the past year I have examined 138 candidates, granted 8 certificates of the first grade, 26 of the second, and 84 of the third, and revoked one, for immoral conduct. Examinations have been held in the various townships; in some of them both spring and fall, in others, only in the spring or fall; but, generally, these examinations—outside of Lexington—have been very poorly attended, most of them preferring to attend those held at the county seat; and in order to accommodate teachers, and prevent too frequent application for office examinations, I have appointed an examination once a month during the three spring and fall months, and were it not for the law requiring the visitation to each township, I am inclined to think it would be much better to hold a number of examinations at central points in the county. The only good result I can see from the necessity of visiting each township is, that sometimes, on examination day, an opportunity is

afforded the people to consult with the Superintendent upon school matters.

In making my visitations to the schools, I have endeavored to visit each school at least twice in the year; but a number I found closed when I made my visit, and a few I failed to see at all.

I found it extremely advantageous to require teachers to report, and to promise Cards of Honor for punctuality, deportment, and scholarship. This has had a tendency to greatly improve the schools in all of these respects, and awaken an interest in the schools on the part of the patrons. It is an aid to the government of the schools. One school-house has been burned; but, as its place will soon be supplied by a much better one, the loss is not much to be deplored. Flynn, with a small population and only one school district, has set a most worthy example to new townships. A good, substantial new building was erected, painted, a good fence enclosing the lot, the house seated with patent seats, and the district supplied with a globe, maps, and a supply of library books ordered.

A Teachers' Association has been kept in successful operation, holding semi-annual meetings, which are generally well attended, and much benefit derived from them. They have now a small library of works on educational subjects, and more are being added from time to time.

This fall there has been a greater demand than ever before for *good* teachers, and it has been rather difficult to supply it. The demand is for those teachers who can instruct and govern more than for those who can "pass a satisfactory examination" in those studies required by law for a certificate. This better class of teachers is greatly needed in this county.

SHIAWASSEE COUNTY—J. W. MANNING, SUP'T.

Since my last report, teachers, school-officers, and patrons as a rule, by word and deed, have expressed much interest in the schools of the county. The people have demanded better teachers, and the teachers have labored faithfully to supply the demand.

The number of school districts, as shown by the School Inspectors' reports, is one hundred and twenty,—an increase of eight during the year. The number of graded schools is six. Number of teachers employed in each is as follows: Owosso, eleven; Corunna, five; Byron, two during the fall and spring terms, and three during the winter term; Vernon, two; Laingsburgh, two; and Newburg two.

HOUSES.

During the year eleven new houses have been nearly completed. They are all neat, comfortable buildings, and will add materially to the prosperity of the pupils therein educated.

SCHOOL APPARATUS

is receiving more attention. Globes have been purchased in a number of districts. Many school boards are giving special attention to repairing old blackboards and adding new ones.

LIBRARIES.

The district libraries are a failure in this county. It is my opinion that under the present system they will never revive. No interest is taken in them by the people.

EXAMINATIONS.

During the past year I have granted two hundred and forty-seven certificates, graded as follows: Of the first grade five, of the second grade fifteen, and of the third grade two hundred and twenty-seven. The percentage in the several branches in which candidates are examined, is much higher than it was last year. This shows that the teachers are at

work. A majority of them have attended a Normal class during the year. As a rule, I find those who have attended a Normal class or Institute doing much better work in the school-room than those who have not.

SCHOOL VISITATIONS.

The School Inspectors' reports show that I have made one hundred and seventy-seven visits within the last school year. A few visits that I have made I find are not reported. With the exception of one or two schools not in session at the time of visitation, every one in the county has received a visit during the year. I can truly say that I find better work in the schools now than I did in my first tour of visitation. This is encouraging, yet much more remains to be done. During the winter term I visited all, except fifteen of the schools. At the time the schools were visited, I found seventy-five per cent of the number enrolled were present.

The average wages per month, twenty-six dollars and thirty cents. Average age of teachers, twenty-two years. Twenty-six per cent of the whole number had no previous experience.

In visiting the summer schools, I found only fifty-five per cent of the number enrolled present. Average age of teachers nineteen years. Average wages per week, three dollars and seventeen cents. Thirty per cent were teachers with no previous experience. In all the schools visited during the year, I find sixty-four per cent of the teachers open school by reading from the Bible. A majority of these have singing as one of the opening exercises, and a number, who do not read from the Bible, commence with singing.

COUNTY TEACHERS' ASSOCIATION.

Three meetings of the Association have been held during the year, at the following places: Corunna, Owosso, and Byron. The interest in the Association is increasing with each meeting. Teachers are working hard to make the meetings both pleasant and instructive. If the interest continues to

increase in the ratio it has for the last year, no one can estimate the good that will be accomplished thereby for the schools of the county.

CONCLUSION.

In closing this report, I wish to speak of one great need in our common schools, viz: uniformity of text-books. Only a few of the districts have a uniformity. School Boards are not inclined to remedy this evil. Cannot some legislation accomplish the desired result?

I have again to thank school officers and patrons for the hospitalities and kind words with which I have everywhere been received.

ST. CLAIR COUNTY—J. C. CLARK, SUP'T.

The schools of this county continue to show a steady improvement. Our teachers are advancing in education and attaining greater experience, our school-houses are becoming more convenient and commodious,—the poorest of them rapidly giving place to new and better ones,—and a deeper interest continues to be manifested by the patrons of the schools in their success. It gives me pleasure to be able to report progress in these respects.

Two new districts have been formed since my last report, so that, including the Union schools, which are the same as then reported, there are 146 districts in St. Clair county. The least number of districts in any township is two, the greatest eleven; the average, a fraction over six for each town. The Union schools have never, perhaps, as a whole, been so prosperous as at present. Supplied, as a general thing, with competent and faithful teachers, they are doing a good work for the cause of education in this county. The facilities afforded by these schools for obtaining a good education are better than ever

before. The citizens of Port Huron have completed their new school building, to which I alluded in my last report, which, with their ward school-house, built last year, fully doubles their school-room capacity, while those of Marine City, during the present year have erected a brick building, three stories high, now nearly finished,—sufficiently so to be occupied for the winter term,—which will afford ample accommodations for the children of their schools. All the union schools are now supplied with good buildings. Since May, 1867, twenty-six new school-houses have been built in this county, nine of them during the past year. There were, in 1867, twenty-six log school-houses in the county; two have been added since, and nine have disappeared, leaving, at present, nineteen of that class. There were, in the above-mentioned year, only three brick school-houses; there are now seven. Two districts are unprovided with school-houses of any kind. The following facts, taken from the inspectors' reports, will show that there has been an encouraging increase in the value of school property within the last three years:

The total valuation of school-houses and lots, according to the inspectors' returns of 1867, was about \$76,000, of which \$44,000 belonged to the cities of Port Huron and St. Clair, and the villages of Marine City, Algonac, and Fort Gratiot, leaving \$32,000 as the valuation for the districts outside of these places. By the returns of 1870, the total valuation is \$161,573, of which \$117,000 belong in the aforementioned places, leaving \$44,000 for the districts outside, and giving about 37½ per cent as the increase for these districts for the three years, while, in the cities and villages named above, the increase has been nearly 270 per cent. During the same time, the increase in the number of children between the ages of five and twenty years has been about 11 per cent, and the increase in the attendance on the schools has been about 14 per cent.

In the examination of teachers I have endeavored to keep the grade of scholarship good. The teachers, generally, have appreciated the importance of their work. They have shown, too, a commendable anxiety to qualify themselves better for it, and have, I think, more than kept pace with the improvement which the schools have made in other respects. We have many excellent teachers in this county, but not enough to supply all the schools, and I have, therefore, in order to meet the demand made upon me, granted certificates in many instances when my judgment did not approve of it. By so doing, I have, in some instances, given offense, but *oftener*, because I did not grant more of them. At the spring examinations, 151 applicants for certificates were present. Of these, 25 were rejected, and 126 received certificates, as follows:

Certificates of the first grade, 4; second grade, 12; third grade, 110.

At the fall examinations there were 162 applicants, of which 18 were rejected, and 144 received certificates as follows:

Certificates of the first grade received, 4; second grade, 8; third grade, 132.

For the year, the record stands thus:

Candidates examined.....	313
Candidates rejected.....	43
Certificates of all grades given.....	270
Certificates of the first grade given.....	8
Certificates of the second grade given.....	20
Certificates of the third grade given.....	242

The number of female teachers remains about the same as it was three years ago, while the number of male teachers has increased 50 per cent since then.

In my visits to the schools the past year, a longer time has been given to each visit than heretofore, and brief reports of a part of them have been published in the papers of the county. I have found the schools of various excellence, some good, and some not so good; and, when suffering, it has generally been

from the same embarrassments as alluded to in former reports, —though not to the same extent as formerly,—viz., irregularity of attendance, lack of interest, want of apparatus, diversity and want of text-books, etc.

The condition of the libraries remains unchanged. No money was voted at the spring elections to increase them, and, so far as I know, no volumes have been added during the past year.

Looking back over the past from the stand-point of to-day, and noting the work of progress which is going on all over the county, and knowing that improvement is sure to follow improvement, I feel that there is no occasion to lose faith in the fact that our educational interests are on the high road to success.

ST. JOSEPH COUNTY—L. B. ANTISDALE, SUP'T.

Another school year, with its cares, duties, trials, anxieties and all, except the train of influences which opportunities improved well or ill set in motion, has gone. In as brief a manner as possible, I will endeavor to record some of its history, as relates to the schools of St. Joseph county.

STATISTICAL.

The whole amount of money paid for school purposes during the year was \$107,640. The whole amount expended for teachers' wages was \$32,977. The whole number of months of school, taught by male teachers was 309; the whole number of months of school taught by female teachers was 768. The average wages per month paid to male teachers was \$52 44; the average wages per month paid to female teachers was \$21 70. The whole number of children reported between the ages of five and twenty years was 8,583; the whole number reported as having attended school during any portion of the year was 7,548.

It affords me great pleasure to report an improvement in the general interest manifested by patrons of schools, in securing well qualified teachers, and in the intelligent appreciation with which thorough instruction is regarded. Still there is a deficiency in public sentiment, in fully estimating the work required of teachers, the high and varied qualities and qualifications indispensable to the calling, and the importance of that undeviating support, which an earnest teacher may of right claim from every patron, and which must be given if the school shall prove an entire success. Cases are not yet fully unknown to us, where well qualified, energetic teachers are allowed to fail, because, as is ever liable to be the case, the wishes of each patron cannot be consulted and gratified in the selection of a teacher; and hence a groundless subterfuge is sought for withdrawal of that support and encouragement necessary to prevent a failure, for which the teacher is wholly irresponsible.

THE WORK.

During the last year, I twice made the circuit of the county in school visitations, reaching every district at each round. But as several schools were not in session at the time of each visit, they were visited but once. I believe no school in the county received less than one-half day of my time, in visiting it, and, with but few exceptions, an entire day was spent in each school during the year.

While I am fully aware that there is no magic road to knowledge, by which one may be passively carried to its attainment, I am as fully confident that such methods of instruction may be adopted by energetic teachers, as will insure generally, to our children at the age of fourteen years, a better knowledge of the primary branches and subjects of general interest, than was formerly attained by the majority at eighteen,—and that too, without overworking or at all approximating submission to the “cramming process.”

It has therefore seemed to me a solemn duty, that an effort be made to save to our youth these four most precious years of their school life. In order to promote this object, I have given special attention to the methods of instruction adopted by teachers, and the extent, depth, and independence of explanations and recitations required of pupils; and have endeavored to impress upon the minds of teachers the thought that pupils should be taught how to study,—an indispensable element of success, though too frequently overlooked by teachers, and often entirely unknown to pupils. That I might have full opportunity for learning, as far as possible, these and other characteristics of a school, I regard it imperative that I should spend at least one half day in a visit at each school, carefully investigating and, so far as I am able, counseling in regard to improved systems of performing the work required of teachers and pupils. As a strong auxiliary in promoting this development in improved methods of teaching, I regard skillfully conducted

EXAMINATIONS.

I am fully convinced that those examinations much better subserve the general educational interests, wherein all subjects of investigation are freely discussed by the examined and the examiner, and, so far as may be, decisions made as to the merits of debated points. This system of interchange of views in classes has proved very effective in suggesting improvements to the teacher, and in furnishing an equivalent for experience, in a great degree, to the beginner. This mode of examination requires more time, and is much more difficult for the examining officer; but my experience in this, and my observation of other methods of examination, demonstrate clearly to my mind its efficacy in stimulating to more thorough scholarship and improved systems of instruction. I therefore divided the county into sections of two townships each, and held in each section, in spring and fall, an examination continuing two days.

I believe I am fully justifiable in reporting a marked improvement in the qualifications of most teachers. At recent examinations they have exhibited more breadth and thoroughness of scholarship; more ability to impart instruction; more knowledge of current topics, not usually introduced into our schools as branches of study, but which should be familiar to every citizen of a republic. I am encouraging short talks upon these subjects in our schools for the promotion of general information among the pupils.

During my term of office, I have issued ten licenses of the first grade, sixty-nine of the second grade, and two hundred and seventy of the third grade.

The deep interest felt by our teachers recently developed itself in their attendance at

A TEACHERS' INSTITUTE,

convened at Centreville, Oct. 31st, for a session of five days. With no other inducement than an apparent desire for improvement, nearly or quite one hundred and fifty teachers assembled. The interest was deep throughout the entire session, each member appearing to feel a personal responsibility in insuring its success. The striking characteristics exhibited in the members, which appeared to every observer, were earnestness, progress and ability. Classes, from several schools of the county, in arithmetic, grammar, elocution and map-drawing were introduced, which reflected great credit upon their teachers, and doubtless suggested superior systems of instruction to others, who, seeing such worthy examples for imitation, will be inspired to "go and do likewise."

The ordinary branches of study, also physiology and the science of government, were as fully discussed as time would permit, during the daily sessions, and the evening sessions were devoted to discussions and lectures upon subjects of a more general nature, though bearing upon the interests of our schools.

Every township in the county was represented by earnest seekers for improvement, while the Principals of eight of our nine Union schools participated, some of them exhibiting well drilled classes ; others delivering lectures of rare interest and merit, and *all* of them exhibiting such enlightened interest in the success of our schools generally, as proves them possessed of the true teacher's metal.

The worthy preceptress of the Sturgis Union school, with her great soul welling forth interest in her profession, demonstrated *how peculiarly a cultivated woman is adapted to the great work of educating the rising generation.*

Strong resolutions were passed, with a hearty vote, by a full house, endorsing the system of County Superintendency of schools, and favoring a well guarded law, enforcing, under certain restrictions, the attendance of pupils at school. On the whole, the Institute was characterized with deep interest in all those subjects which should claim the attention of progressive teachers.

IMPROVEMENTS.

In the townships of Nottawa, Park, Sherman, and White Pigeon, commodious school-houses have taken the places of dilapidated relics of the past. They all are neat, commodious buildings, but I think the house in district No. 3, of Nottawa, deserves special mention. This district is considerably below the average wealth of rural districts, yet is just completing a school-house at a cost of about \$3,000, which, in architectural appearance is seldom equaled in the most wealthy rural districts, and in solid conveniences and finish it is a model. What is peculiarly worthy of mention is, that every vote for appropriations, size of school-house, seating with the best style of seating known to us, has been unanimous.

The villages of Centreville and White Pigeon have taken the initiatory steps toward erecting school buildings commensurate with the demands of their increasing population ; and

many rural districts, catching the inspiration of progress, are preparing to erect these monuments to the enterprise, intelligence, and liberality of a prosperous people.

HINDRANCES.

The success of our schools is still much retarded by irregularity in the attendance of pupils. Although many patrons are appreciative of system and order in the organization and management of a school, yet others still seem to be unconscious that a school cannot succeed unless it is well classified; that a pupil will not make healthful progress if isolated from the class to which he naturally belongs; and that to keep the main portion of a class waiting for an irregularly attending pupil to attain what they learned in his absence, will soon discourage and demoralize any resolute class. I am hoping that this subject will more forcibly engage the attention of the public, and that each guardian will so organize his home business as to enable his children, if well, to be regular and punctual in their attendance at school. Thus may be secured to children, as individuals, the highest possible advantages of our educational privileges, and established in them those habits of punctuality and order, which will not only promote success in the individual, but must ever subserve the general interests of those with whom he shall be associated.

Although a number of districts in the county nobly and justly arose last winter and abated the nuisance of a diversity in text-books in their schools, still very many more need to take the same action, in order to get the full benefit of their teachers' services. I am in strong hope that this plain duty will appeal to many other intelligent districts, and that, in obedience thereto, they will absolve themselves from this annoyance so fatal to good classification and the advantageous handling of a school.

CONCLUSION.

In assuming the duties of this highly responsible office, I entertained a deep sense of my incompetency for the great

trust; but when the oath of office was administered to me, I subscribed to it without mental reserve. In the execution of the solemn obligations enjoined in the oath to "discharge the duties of the office according to the best of my ability," I have many times been obliged to make decisions from which I gladly would have been relieved; my sense of duty has often compelled me to make criticisms and plain suggestions which I gladly would have avoided; I have made many a journey, by day and by night, in storm and heat, which, consulting self, I should have left unperformed. I have endeavored, in official relations, to treat acquaintance and stranger alike. I have not in any case allowed myself to consider the personal consequences of my acts or decisions, as a criterion for action, the only question with me having been, "What is duty in its broad sense?" And having, according to the best means at hand for judging, decided upon what was duty, I have endeavored faithfully and fearlessly to discharge it, let personal consequences be what they might. I am conscious of having committed mistakes in the discharge of the trusts confided to me, yet I have endeavored to fully secure to every person his rights; while I have attempted to guard vigilantly the priceless interests of the 8,000 children, whom my imagination ever pictures before me, demanding my most faithful guardianship and devoted energies. This is my only apology for any acts of apparent severity which I may have committed, and my only defense which I offer relative to those *alleged acts* which the inventive skill of calumny or misunderstanding occasionally conjure, for the purpose of thwarting the administration of justice.

With a vivid recollection and high appreciation of the many acts of kindness and words of encouragement received from my constituents, while I have been attempting the discharge of my complicated duties, I hopefully enter upon the winter campaign, trusting that I shall find earnest parents and devoted teachers everywhere working together to build up our

schools in all that shall promote industry, economy, intelligence, and morality. And upon all these faithful laborers, I reverently implore the blessings of the great Shepherd, whose charges to us are, "Occupy till I come," "In the morning sow thy seed, and in the evening withhold not thy hand;" and who says, in sweet words of encouragement, to his working, waiting, vigilant laborers: "He that goeth forth and weepeth, bearing precious seed, shall doubtless return again rejoicing, bringing his sheaves with him."

TUSCOLA COUNTY—S. N. HILL, SUP'T.

This county, of rapid growth and prosperity, contains a population of 13,751,—an increase of 9,000 in ten years,—with 100 school districts, and 4,940 children of school age, 4,030 of whom have been enrolled in the schools of the past year, leaving, in the balance of 910, about forty teachers under twenty years, and also clerks, laborers, married girls, and scattered youth, all being more or less educated, together with the children too young to attend. Hence, we have only a very few that are entirely neglecting their education. Our two union schools are prosperous, as also two other graded schools. Prof. L. A. Park still is principal of the Vassar Union. Prof. C. H. Lewis, of the Caro Union, has just been removed by death. In this event, the school and educational work of the county have suffered a severe loss. The amount of teachers' wages for the year is \$19,500, and the whole primary school money is \$357 00. I have occupied in my work during the year, 129 days, at \$4 00 per day, making 200 practical working visits; have held two interesting Institutes, and attended several school examinations. My work is mostly done during the school days, as other duties demand the balance of time.

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We have a School Teachers' Association for the county, which works well. New school-houses are being multiplied.

In the progress of our work we feel more and more the happy adjustments and true liberal inspiration of our University system, in which the college graduate and the primer scholar are brethren in the same intelligent family of society.

We need no better *compulsory* force for schools, than the breath of free and successful enterprise. With our new free-school system and good superintendents, we shall prosper and do well for liberty and Christianity, the greatest blessings of this world.

VAN BUREN COUNTY—EDWARD CLEVELAND, Supt.

In reference to the schools of this county, I have the honor to make the following report for the past year. The schools have been well sustained, and made commendable progress. The districts number 142. Six are union and graded, comprising twenty-six departments. There are four other union schools, ungraded, having two departments each. Thus, the whole number of schools and departments in the county is 166, requiring about 170 teachers to conduct them. The average duration of the schools has been a small fraction over seven months; the tuition, about \$31,450.

During the last year the new Union school-house at Paw Paw has been completed, at a cost of \$45,000. It is a very beautiful and substantial structure, convenient and pleasant in all its arrangements. The school commenced there with the fall term, with an enlarged corps of teachers, an increased number of scholars, and with the best prospects. A wing has also been added to the Union school-house at Decatur, which renders it far more convenient and pleasant, and that school is now in quite a prosperous condition. Several other houses have been built in different townships, on improved plans, and others repaired. We have now 6 brick, 128 framed, and 7 log school-

houses in the county. These are valued at about \$172,340, as reported by the inspectors. Wood-houses, fences, and trees come up slowly, but every year shows an improvement in these particulars. The same may be said of school furniture and apparatus. During the year there have been employed in the schools 72 male and 235 female teachers. I have issued certificates, 8 of the first grade, 99 of the second, and 325 of the third. Their percentage will average about 85. As I have often spent much time in explaining difficult points, and discussing modes of teaching and managing schools, these examinations have proved a means of great improvement to the teachers, and, through them, to the schools. In addition to these examinations, I have made 149 visits during the year, and performed the usual correspondence and other incidental work.

The people have almost uniformly shown good will to the cause and the manner, and co-operated faithfully and generously in all the ways appropriate. A comparatively few, and among them a majority of the supervisors, have manifested an opposition to the superintendency as a system, and done what they could to cripple it. But our schools have made progress, and are very far in advance of what they have been before.

And, as I have been into several other States during the past summer, and looked at their school arrangements to some extent, I could not but feel well pleased with our own. We can, undoubtedly, make improvements in our system, and I will here suggest two or three things that need attention. In the school laws for 1869, page 93, section 4, the liberty given to the supervisors to limit the time for examinations, is inconsistent with the duty required of the Superintendent, and is in conflict with the first and last clauses of section 5. In the larger counties, where about 200 teachers must be examined both fall and spring, it is impossible to do it within the days numbered by the townships in the county; and it is inconsistent with the duty of the Superintendent, who is required

to give every teacher who presents himself an opportunity to be examined, and allows him to hold examinations at times and places other than the ones specified. I have usually appointed examinations in nine of the most convenient places in the county for the examinations of teachers, and taken two days for each group, to examine them and estimate their papers, and make out their certificates. And then there will be a full quarter of those who will be employed to teach who were out of the State or the county, or sick, or who did not expect to teach, who must be examined afterwards.

Another item to which I will allude is, the minimum wages of the Superintendent. It should not be less than \$4 00 per day, as no competent man can afford to do the work, or be usually obtained, for a less compensation. And it should be kept in mind that the men who fix the amount are not always the ones who answer the description of Franklin when he says :

“ There is one thing more, and only one thing more I'll bring :
That is, the great man who scorns a little thing.”

Many have also expressed the opinion that the County Superintendent had better be appointed by the Board of Education, as in the elections and caucuses that precede, party manoeuvres, and considerations foreign to the interests of the schools, often prove fatal to the latter.

WASHTENAW COUNTY—GEO. S. WHEELER, SUP'T.

The general progress of the schools in the county has been very encouraging. While we can point to no marked or excessive growth in any given direction, we are confident that there has been during the year general and uniform development, as the result of wise and systematic instruction. The combined influence of an improving public opinion, and of increasing skill on the part of our teachers, is shown by a

steady advance of the schools, rather than by any very apparent contrast with the preceeding year. While it is true in many districts the schools are not what they should be, and there is room for much improvement, yet there seems to be a strong desire in these localities for better schools, and greater sacrifices are being made to secure them. A greater variety of methods to communicate instruction and to illustrate principles have been noted in our schools than heretofore, and less traveling upon the paths which, if they do not lead through, border upon the territory of old fogyism. Teaching is becoming synonymous with learning pupils to think. Principles only are considered of prime importance, and text-books only invaluable as helps to these. Pupils are being taught self-respect, which inculcates respect for others; in short, our best schools are gaining upon former advancement, and our poorest schools are growing better.

EXAMINATIONS.

Thirty-three public examinations have been held in different parts of the county, besides many office examinations. We have examined 381 applicants, of whom 38 were rejected, and certificates granted to 343, as follows: First grade, 11; second grade, 88; third grade, 244. All examinations have been both oral and written—managing ability being considered as important as scholarship. The examination of each candidate has been carefully marked, and each certificate bears upon its face not only the per cent of questions answered, but the average standing secured. We have always urged the importance of attaining a higher standing of qualifications, and have every reason to believe that nearly, if not quite all, who have received certificates the ensuing year have acquiesced in this view, and have resolved that their standing should never be so low again, and as an earnest of this resolution, the county was probably never better represented in the State Normal School, than at the present time.

SCHOOL VISITATIONS.

The whole number of schools visited during the year, 196; average time spent in each, one-half day. My principal object in visiting schools has been to learn the practical qualifications of those to whom certificates had been granted. A person may pass a satisfactory examination and be but poorly qualified to teach. The mark in "Practice of Teaching," is the most important mark on a teacher's certificate. The Superintendent's opinion of the teacher's proficiency in all other branches is given on the day of examination, but the teacher's ability in "practice of teaching" can only be determined by personal observation of the teacher's work in the school-room. Teaching is something more than listening to recitations and pronouncing words to be spelled. It consists in teaching the pupil how to think correctly upon the subject under investigation.

System and classification must be understood and practiced in the earliest stages of education, and, if the teacher is properly qualified, these will be manifest in everything—in the arrangement of classes, methods of governing, manner of imparting instruction, and the general appearance of the school-room—a place for everything and everything in its place. It is of vast importance that the untutored mind should be started aright, in order to establish a successful course of education, and, indeed, of business in after life. While many of our teachers in the school-room exhibit a spirit of energy, enthusiasm, zeal and devotion to the interest of education, and have proved themselves competent for their work, there are some, we fear, that do not realize the responsible position in which they are placed, that are dead weights, retarding the wheels of progress; these have been marked, and must give way for others. Our teachers do not patronize and read journals of education as they should. Statistics show to the discredit of the teachers of the county, that of

157 who taught the winter term in the rural districts, only 16 subscribed for and read educational journals.

Observation teaches us that teachers are generally much more deficient in the capacity to govern and control a school properly, than in the requisite literary qualifications, and it is quite difficult to convince them that if they would become truly successful, they must launch out in the object world, and teach practice as well as theory,—twin sisters of the arena of education. In our visits we have not only aimed to learn the ability of the teacher, and make private suggestions when deemed advisable, but also have sought a personal acquaintance with the pupils, and endeavored to incite and encourage them by a few remarks at the close of the school.

SCHOOL ATTENDANCE.

Absenteeism and irregularity of attendance in schools seems to have baffled the skill and efforts of the most experienced, earnest and successful teachers and legislators. While our schools have shown a marked increase of attendance under the healthful influence of a free school law, the following facts and figures will show that we are far from the universal education of the masses. The whole number of persons of school age in the county is 12,850; of this number 10,879, or 84½ per cent are reported to have attended school some portion of the year. From the term reports of the teachers in the county, we learn that in the rural districts, 70 per cent of all persons of school age were enrolled in our schools the winter term. The average attendance of all enrolled was 70½ per cent. The average attendance of all persons of school age was 49½ per cent; less than one-half of those who are entitled to public money. Reports for the summer term show that 52 per cent of all persons of school age were enrolled in our public schools, and that the average attendance of those enrolled was 63 per cent, while the average attendance of all persons between the ages of five and twenty years was only 32 per cent. These figures show that the average attendance of

all persons of school age for a term of seven months' school was 41 per cent. Admitting that the average per cent of all persons of school age should have been during the term of seven months 75 per cent, then we have a loss of not less than $33\frac{1}{2}$ per cent, or 4,283 persons for whom the law has provided, that have not availed themselves of its rich provisions, or a loss in the county in tuition alone of \$19,467.

As every experienced teacher knows, a large and well filled school is more attractive and profitable than a small one. In the passage of a free school law, have not the people taken the position that the property of the State should educate the children of the State, and substantiated it by asserting that by the universal education of all, the State will be enriched, and crime and poverty diminished, or made entirely to disappear? Does not the tax-payer (admitting the possibility of this accomplishment—the education of the children of the State) accept this as the only valid possible consideration in exchange for his property? Now, admitting that such a consideration is valid and sufficient, we put the question pointedly: Are not the authorities of the State, and especially the Legislative, and the whole educational department, morally bound to see to it that that promise of a consideration be made good? In other words, if property is taxed to educate the people, that property may thereby be protected and increased, must not the people really be educated if the end in view is ever attained? Is it sufficient to say “All *may* be educated who wish to be?” Does not the consideration fail unless all *are* educated whether they desire it or not? From the facts as shown above, is not something more needed to accomplish the end proposed? Is not a well regulated compulsory law, compelling the attendance of every child upon some school a definite length of time, demanded? In plain language, it is neither honorable or just to tax large property holders, who have no children to send to school, on the plea of the desirability of universal education, when those very children are

running the streets a public nuisance. It may be inconvenient for some parents to dispense with the services of their children, but should they not submit for the good of the State? Is it more convenient or more just that property holders should support a school for their education, and they refuse to enter it? If compulsion is to be the moving power, let it, like a two-edged sword, cut both ways. At present the public money is apportioned upon the number of children residing in the district. Is not this, evidently, radically wrong? The people pay their money to educate their children; but if the money be apportioned according to the population, then do those children who wander in ignorance and idleness about the streets become the recipients of just as much of the school fund as do the most attentive and intelligent pupils in school. That locality which rears the greatest number receives the largest amount of money, even though all its children are allowed to grow up in ignorance. The general diffusion of knowledge among the young, the object for which the people are taxed, is ignored; while a premium is placed upon the locality which shall prove the most populous in children. Would not a law apportioning a part, at least, of the school fund upon the basis of actual attendance upon school, remedy this palpable defect? Would not such a law awaken the interest of the whole community in the regular attendance of all the children in the schools? Would not negligent parents be compelled to feel that they are observed, and that they cannot sin in this matter with impunity. Would not a public sentiment be created which would be felt with great force, in favor of a full and constant attendance in our public schools?

NUMBER OF TEACHERS, TIME TAUGHT, AND AMOUNT PAID.

The educational force of the county consists of 242 teachers; 187 come under the jurisdiction of the County Superintendent. The number of teachers holding first grade certificates is 27; number holding second grade, 30; number

holding third grade, 111. Total of all grades, 218, of whom 88 are males and 130 are females. The winter term of schools in the rural districts was taught by 80 males and 77 females. The summer term was taught by three males and one hundred and forty-three females. Two districts in the winter, and thirteen in the summer, had no schools. Twenty-three teachers in the winter, and eighteen teachers in the summer, taught their first school. The educational force of the Union schools in the county consists of 82 teachers,—15 males and 67 females. The total number of months taught in the county during the year was 1,993; taught by males, 429; by females, 1,464. Average number of months taught during the year in the rural districts was 7 1-20, an increase of nearly one month over last year. Average number of months taught in Union schools, 10. The total amount paid teachers' wages during the year, \$58,403; amount paid male teachers, \$24,444; amount paid female teachers, \$33,959; average monthly wages paid males for winter term in rural districts, \$34 65 and board; paid females, including board, \$20 15; average weekly wages paid females for summer terms, \$3 10 and board; average price per week paid for board in rural districts, \$2 80; average monthly wages paid male teachers in Union schools, exclusive of board, \$102 80; average monthly wages paid females, exclusive of board, \$30 87; cost in tuition in the rural districts, of each pupil attending school seven months, \$3 78; the cost in tuition in the Union schools, of each pupil attending school ten months, \$7 33.

SCHOOL-HOUSES.

Whole number in the county, 181; number of stone, 9; brick, 49; frame, 117; of log, 6. Estimated valuation, \$356,207, an increase over last year of \$12,982. Seven new school-houses, three of brick and four frame, have been built during the year, at a cost of \$10,447. These are all substantially built and well arranged inside, having always an eye to a

good exterior. The new house in the village of Milan is a substantial and elegant brick structure, built in the most approved style, supplied with first class furniture and arranged to meet the wants of a graded school, costing \$4,000; one of the best investments made in the county,—an ornament to the districts,—a true index of the intelligence and refinement of the people. The county needs many more of the same character. Reports of teachers show only ninety-five houses in winter, and one hundred and eleven in summer in good repair.

STATISTICS.

The following items have been gathered from teachers' term reports, for the winter term, in the rural districts: Of the 157 schools taught, 44 had uniformity of books, 34 were opened with prayer, 90 in which the Bible was read as a daily exercise, 45 practiced singing. In 95 districts teachers boarded around; in 77 schools corporal punishment was inflicted; 247 cases occurred; in 80 schools it was not used; 21 teachers taught alternate Saturdays. Average number of classes in each school, 20; whole number of classes, 2,940. Spelling was taught in 157 schools, in 470 classes, to 4,385 pupils; reading in 157 schools, in 838 classes, to 4,635 pupils; writing in 157 schools, in 262 classes, to 2,862 pupils; intellectual arithmetic, in 157 schools, in 358 classes, to 1,845 pupils; written arithmetic, in 157 schools, in 479 classes, to 1,939 pupils; geography, in 156 schools, in 471 classes, to 1,839 pupils; grammar, in 132 schools, in 210 classes, to 699 pupils; history, in 26 schools, in 26 classes, to 86 pupils; algebra, in 51 schools, to 112 pupils.

TEACHERS' INSTITUTE AND ASSOCIATION.

The State Teachers' Institute held at Dexter the last week of March was a decided success, fully meeting the desires and wants of our teachers. Notwithstanding the unfavorable weather and bad condition of the roads, the attendance was

upwards of 130 teachers. At the close of the Institute, a County Teachers' Association was permanently organized, adopting a constitution which provides for semi-annual meetings. The number of members is seventy-five. The first semi-annual meeting of the Association held a session of five days, the last week in August, at Saline. The Association are under many obligations to Prof. A. B. Palmer, M. A., M. D., of the Michigan University, Rev. C. H. Brigham, Prof. C. F. Bellows, Prof. A. A. Griffith, and Miss M. A. Rice, of the State Normal School; Prof. M. V. Rork, and Prof. W. Carey Hill, for a free course of twenty-seven very entertaining and instructive lectures. About seventy teachers were in regular attendance. Harmony and cheerfulness prevailed throughout. The meeting was one of the most interesting and profitable of the kind ever held in the county; its members went forth from it with new and noble views of their calling, and better furnished for its successful prosecution, and, from it, too, through a wide circuit, flowed an influence upon the public mind which will be potently felt for good. Too much praise cannot be bestowed upon the citizens of Dexter and Saline, who, with a self-sacrificing spirit of hospitality, so generously opened their doors and freely entertained the members of the meetings. In

CONCLUSION

we add, that the utmost vigilance and persevering efforts, on the part of progressive educators, are requisite to maintain the vantage ground already gained. That old spirit which forever spends its energies in opposition to every new movement of progress and improvement, is still active and abroad in the State, and must be met with a stern determination not to yield to any of its imperious demands; and we who know these things, and who have labored faithfully to give equal educational advantages to the children of the rich and poor, must not falter now. We must work right on energetically, to

maintain all that has been gained, and make such further advancements as the necessities of the age demand. We would extend to teachers for their courtesy, friendship, and timely tokens of regard, to parents, school officers, and friends in all parts of the county, whose continuous hospitalities and liberality we have so often enjoyed, our sincere thanks and grateful acknowledgments.

WAYNE COUNTY—L. R. BROWN, SUP'T.

The result of the past year's labor in the work of county superintendency of this county, presents unmistakable signs of improvement in our common schools. Comparing my first tour through the county, in 1867, with my notes at the present, the result is truly flattering. I found five schools bearing the name of graded. Two of these were creditable institutions, viz: Northville and Plymouth. The others existed only in name, and on paper.

To-day we have six flourishing Union schools, and eight additional graded ones that are justly entitled to the name,—alike creditable to teachers, officers, patrons, and people, and sowing seed that will ere long produce abundant fruit. The awakening educational influence of the past three years has caused four large school edifices to spring into life, built substantially, on the most improved plan, with grounds and fixtures in unison with the structures. These must stand for ages the admiration of the passer by, and the educational centers from which must radiate all that ennobles and qualifies man for the responsibilities of life. These schools are all under the supervision of live, energetic, wide-awake principals, with each a corps of teachers vying with each other to excel. There has been a marked improvement in the erection of district school-houses. A majority of them are built substan-

tially of brick, with all the modern improvements, arrangements, sittings, etc., etc., not forgetting the health of the pupil by securing good ventilation. The school grounds show improvement, many of them having been enclosed with neat, substantial fences, a few trees planted, and, in some instances, shrubbery, giving the premises a home-like appearance. The valuation of school-houses and grounds in the county, outside of the city of Detroit, by reference to the reports of 1867, was \$85,758. An abstract of reports for 1870, outside of Detroit, is \$211,402, showing an increase of \$125,644 during the past three years. In taking an inventory of school apparatus and appliances with which to teach, I found two globes and two sets of antiquated outline maps. To-day I find thirty-five districts supplied with more or less apparatus and appliances to aid in imparting instruction.

Thirty districts have each a full set of Guyot's outline maps, intermediate size, one twelve-inch magnetic globe and objects, one set arithmetical forms and geometrical solids, one set cube-root blocks, one numeral frame, Webb's dissected card case, and Webster's Dictionary, unabridged. These have been placed in the school-room at an average expense of about \$80 each, and the result shows the most profitable investment that has been made since the erection of a school-house. These are constant teachers,—permanent additions, that will be of incalculable good for time to come. Another step in advance (a lack of which rendered the condition of the schools truly deplorable), is a better uniformity of text-books. Constant importunity has resulted in two-thirds of the districts *having* and approximating *toward* a uniformity. The result has been more systematic work in teaching, and more uniformity in the general work throughout the county. The qualifications of teachers presenting themselves for examination are worthy of consideration. Better preparation for the work, and an increasing desire for higher attainments in their field of labor, are manifested by a majority of those who go forth to labor. It

has been my constant aim to encourage a higher point of excellence, and I flatter myself that my labor has not been altogether in vain in this direction. During the past year, more than heretofore, I have made a specialty of inducing and encouraging districts to furnish their school-rooms with some appliances with which to aid the teachers in demonstrating what they were teaching. Also, to adopt a uniformity of text-books, etc., etc. I am convinced that the result of this labor will be a permanent and lasting benefit to each individual school where appliances have been purchased with which to teach, or make the house more comfortable for the pupils. By reference to my notes, I found only one school building with comfortable, physiological, and common-sense sittings, adapted to the wants of the pupil. To-day we number about 3,600 sittings in that part of the county over which I have jurisdiction, from the well-known firm of C. G. Harrington, of Northville, in this county, the superiority of which will stand the test of the severest criticism. The three-term system is gaining favor with the people of Wayne county, resulting in vacations, in very many of the schools, during the hot months of July and August. I might add, in this connection, that the free-school law has had its influence in lengthening the terms in the respective districts. It meets with general favor, but its *strong* friends are clamoring for compulsory attendance of pupils. They say, "Give us THIS, and we will cheerfully pay the taxes to educate the children." In looking back over the work in this and other counties, I think the friends of the county superintendency have abundant reason to take courage. It is no longer an experiment, but must be engrafted upon our educational resources as a necessity for future progress, and, notwithstanding it has some enemies, croaking must soon cease under the modifying influence of its quiet, unassuming work. The creation of this office was looked upon by many with a jealous eye, as recommending changes not necessary, and new-fangled notions, and fine-spun theories that could

never be realized or carried into effect, alike burdensome and obnoxious to the people.

It has pursued the even tenor of its way, gradually opening the eyes and hearts of the people to the necessity of more thorough and efficient work in the elementary education of our children. Three years has solved the problem of its utility. The friends of progress, of education, and future usefulness of our children, realize the prospective good resulting from a system better than that of township inspectors. The general *status* of the schools is very much improved. The neglected districts have been hunted up, encouraged, and to-day feel that they have some individuality. The better class of schools have not been affected as much, but, we trust, a little more zeal and a spirit to excel has been awakened, that is doing much for the advancement of the common-school interest.

The advent of the free-school law is proving a powerful ally to sustain the county superintendency, and build up the waste places throughout the State. By some, this was denounced as an arbitrary, unjust, and tyrannical law, inconsistent with good sense and the spirit of American institutions; laying burdens upon men's shoulders grievous to be borne. By reference to the reports of 1867, compared with to-day, we find, in 1867, male teachers' wages in Wayne county averaged \$60 01 per month, and that of females \$31 03 monthly. Average wages of males in 1870, \$57 67; of females, \$32 93. This shows an increase of female wages of \$1 90 per month, and a decrease of male wages of \$2 34 per month. Decrease of both, compared with 1867, is forty cents per month. This does not savor very strong of increased taxation and burdensome oppression, especially when we learn, as per reports, that there has been an increase of 5,000 children in actual attendance in the schools during 1870. This increase of actual attendance is attributable in part to the increase of population, and in part, no doubt, to the better school laws, and facilities for acquiring an education. This statistical comparison might

be carried out at length, and be found of interest to the honest inquirer after the facts. In view of the few general items mentioned, more schools of a higher order, better conducted, and giving better general satisfaction, averaging, as a whole, 35 per cent better than three years ago ; with double the valuation of school-houses and grounds ; with buildings of superior workmanship and all the modern improvements ; with one-fifth of the schools in the county supplied with appliances to teach the elements of an education ; with 3,600 comfortable sittings, of the best and most approved style and workmanship, alike conducive to health, ease, and comfort ; with a corps of teachers who are zealous of good works ; and many other items we might name, of minor importance, we have evidence of the most convincing character that a long educational stride has been taken during the past three years.

That all this has been attributable to the county superintendency, we do not feel like saying. But, if it has been successful in aiding, encouraging, and accomplishing the work enumerated, we feel that we have abundant reason to be thankful that we have found the way to the hearts and minds of the people, to aid in so great a work.

Much more might have been done, but the field of labor is too large. The school interests of Wayne county demand the earnest, efficient labor of at least two good, energetic men. It is not enough, simply to pass through a district, make a call or two, and tell them what they need and what they ought to do. People do not always see the wants of the school-room until you present them in tangible shape. They are not ready to jump at conclusions, but ask time to reflect and think of the subject presented, and better inform themselves in regard to its utility. In order to do this effectually you must familiarize yourself with the people, and remain long enough to become acquainted with them, and, by earnestness and zeal in the cause of education, arouse them to the work. It is vain to force arguments and measures. You must convince their

better judgments; and this can be done only through mild, persuasive means.

We need more personal, individual work in each district than can be performed by the County Superintendent with the present amount of labor on his hands. One of the loudest demands to-day is, facilities for *instructing* teachers *how* to teach. Its calls are being echoed and re-echoed from every nook and corner of the county and State.

The failure of teachers is not so much in books, as a want of ability to manage, govern, discipline, and control a school. The demand of teachers to-day is, "TEACH US HOW TO TEACH." We trust some means may be devised to accomplish this object. But I forbear. I have labored faithfully, but, like my brethren in the work, under difficulties.

That I have made some mistakes, must be apparent; that I have been, in perhaps a few instances, unjustly censured, is evident. Suffice it to say, if mistakes have been made, it was an error of the head, not the heart.

The seed for an abundant crop is being sown. It only needs the care of the skillful husbandman, the distilling dew, the early and later rain, to mature the crop, causing the fields to wave with the golden harvest of intelligence, refinement, and all that adorns and embellishes civilized life. May its benign and elevating influence radiate and expand, until every nook and corner of the State and Nation shall feel its enlightening power, own its sway, and rejoice under its control.

BRANCH COUNTY—A. A. LUCE, SUP'T.

Thirty-six meetings have been held for the examination of teachers, and three hundred and two certificates granted,—eight of the first grade, one hundred and twenty of the second, and one hundred and seventy-four of the third; and in addition to this work, forty-one have been rejected. The number

of teachers who now hold certificates are as follows: Eighteen first grade, eighty second, and sixty-eight third; total one hundred and sixty-six. Of these, ten are married, and are thus out of the work of teaching; six are teaching in other counties, and seven are invalids, leaving but one hundred and forty-five for the actual business of teaching.

Whole number of children in the county, 8,203; number enrolled in the schools, 7,254; per cent of attendance, 88. This is an increase of four per cent over last year, and we hope to have the fact chronicled ere long, that all the children of the county are enjoying the benefits of free schools.

The Union schools of the county are in a very prosperous condition. Coldwater, Quincy, and Union have Normal classes for the special training of teachers, in the spring and fall of each year.

We are not doing much in building school-houses, only one having been built during the year, though a large number have been repaired, fences built, walks made and shade trees set out. Quite a large number of districts were in debt. This indebtedness has been paid off, or very nearly so. We have now nineteen brick houses, twelve of stone, one of logs, and the remainder, one hundred and four, of wood. There are thirteen unfit for use, but in most of these districts they are making arrangements to build.

In text-books a marked improvement has been made. Nearly two-thirds of the districts have a uniformity of text-books.

Six Institutes have been held during the year,—two in the spring and four this fall—with an aggregate attendance of 243. One meeting of our Teachers' Association was held in the spring, with an attendance of 52. At the close of our Institute at Sherwood, the teachers of that town organized a Township Institute, which holds its meetings once in two weeks. These meetings have been largely attended by the citizens, and are productive of much good in awakening an interest in the schools.

The number of visits foot up 253,—an increase of three over last year. I was unable to visit all the schools during the winter, but the summer visitation reached every school then in session, and some of them twice. The interest manifested in these visits by both teachers and pupils, and the marked kindness of my reception by the patrons of the schools, is a sure indication that these visits have not been in vain.

Libraries are a failure through the whole county. The free-school system works extremely well, as is seen by the increased per cent of attendance in the schools during the year. Some of the better class of schools are supplying themselves with furniture, but there is too much negligence in this direction, which can only be removed by appropriate legislation.

Now, while so much remains to be done in order to bring our schools to a higher standard of excellence, let us thank God and take courage that so much has been done for this purpose.

GENESEE COUNTY—SAMUEL E. PERRY, SUP'T.

Since my last annual report, the educational interests of Genesee county have made that steady progress which indicates a healthy development, and the results of the year exceed, to a very gratifying extent, the moderate predictions I then made.

Competent teachers, especially ladies, are now receiving wages sufficiently remunerative to make the profession a desirable one to them, and, in return, are making earnest efforts (often with great self-sacrifice) to prepare themselves to honor it. The more general adoption of fall, winter, and spring terms, instead of winter and summer, has greatly stimulated this onward movement, by giving hope of more certain and constant employment; while the more general assent of officers to furnish a permanent home for their teachers, instead

of requiring them to beg their entertainment throughout the district, has opened up a more comfortable and inviting future. The time has now come when the most desirable teachers in this county will not "board around," and districts that require it must intrust the training of their children to second-rate talent. Officers are fast coming to appreciate the impolicy of this economy, and the indications now give hope of an early abandonment, in this county, of a custom bequeathed to us by the old rate-bill system, and which has no tenable foundation in common prudence or good economy.

The attendance upon Normal training classes throughout the county has been greater, during the past year, than during the previous half-dozen. In April last, I held an Institute at Flint which lasted four weeks, and was attended by about forty teachers. Prof. John Goodison, to whom I am under many obligations, delivered a very excellent course of lectures upon geography; Miss Julia King, upon perspective drawing; and to Prof. Zelotes Truesdell we were indebted for a course of instruction in arithmetic and primary teaching. It was aimed to give a thorough review of all the branches usually taught in our common schools, and to present the best methods of giving such instruction. Beside this opportunity for preparation, Prof. Truesdell,—to whose experience and skillful teaching the educational interests of our county owe very much, has given, during eight weeks of each term, special instruction to large classes preparing themselves expressly for teaching. Prof. C. A. Gower, of Fenton, has afforded excellent opportunities for instruction in the south of our county.

During the year I have rejected about one hundred applicants to teach, and a large percentage of these have set about to prepare themselves properly. The large increase in attendance upon Normal classes to a great extent is due to this, and I have accordingly raised the standard of successful examination to as high a point as the exigencies of the county would allow.

I had visited, at Nov. 1st, about two hundred and twenty schools. To many of these I was accompanied by the officers or parents of the district, and urged, everywhere, the greater efficiency of schools where proper aids to instruction were furnished the teacher, more frequent visitations made by parents, and a livelier interest taken in their success. The superiority of schools whose teachers have received special instruction, was, in almost every instance, very marked. They seemed to have entered upon their duties with a comprehension of what was to be done, and set about to accomplish it.

Several districts, during the year, have purchased outline maps, globes, and dictionaries, and have supplied their rooms with very excellent blackboards, and in sufficient quantity. Others have remodeled the interior of their old ones, or repainted the exteriors, and inclosed them with neat, substantial fences.

Several of the new school-houses are models in exterior architecture and in completeness and convenience of their interior arrangements, and reflect honor upon the humanity and liberality of their builders. Other districts, however, have pursued a penny-wise policy, and, for the saving of a few dollars, have innocently voted to torture their children for a term of years. This evil will, I think, correct itself in a little time. More intelligent opinions already prevail upon educational interests, and a generous rivalry is springing up among districts,—a determination not to be outdone by their neighbors.

An increased interest in matters of education seems permeating every school district in the county. I attribute this, in a very great degree, to the greater efficiency and zeal of our teachers. They have deserved well the gratitude of parents and pupils; their influence has reached every home in our county, and quickened into new life self-interests that lay slumbering.

To the citizens of Genesee county I am under many obligations, for the kind words that have given encouragement, the good counsel that has often aided me, and a hospitality always generously extended.

PRIMARY SCHOOL FUNDS.

By an act of Congress, entitled "An act to establish the northern boundary line of the State of Ohio, and to provide for the admission of the State of Michigan into the Union, on certain conditions," the following proposition was offered to the Legislature of the State of Michigan, and accepted :

First. That section numbered sixteen in every township of the public lands, and, where such section has been sold or otherwise disposed of, other lands equivalent thereto, and as contiguous as may be, shall be granted to the State for the use of schools.

This grant amounted to 1,068,340 acres, of which only 1,009,025 acres proved to be susceptible of location in section sixteen,—thus making a deficiency of 59,315 acres. Under the provision of the above act 12,590 acres have been selected and confirmed to the State,—leaving an unselected deficiency of 46,725 acres.

In 1860 a carefully prepared statement of the condition of every township in the State was made, showing in acres the amount in each township, the available amount in section sixteen, the amount of school land granted for each township, and the amount the State is entitled to in lieu of, or for deficiency in section sixteen. This statement was sent to the General Land office at Washington for examination and approval. Some exceptions were made to the statement by the General Land office, resulting in some correspondence between the two offices, with no satisfactory conclusion. The matter now rests in the hands of the General Land office, and should be settled before all the best lands in the State are otherwise

disposed of. It is the intention of the present Commissioner to re-open that correspondence, and secure an equitable adjustment of the question at the earliest practicable period.

The amount reported unsold is now 468,713 acres. This must eventually realize not very far from one million dollars, in addition to the fund already accumulated. At four dollars per acre it would be much more than that, but a large percentage of the quantity is poor land, and will never sell for that price.

The following table shows, by counties, the quantity and avails of Primary School lands sold, for the year ending November 1, 1870:

COUNTIES.	ACRES.	Am't Sold for.
Alcona.....	120.00	\$480 00
Allegan.....	120.00	480 00
Alpena.....	120.00	480 00
Antrim.....	417.40	1,669 60
Bay.....	1,680.00	6,720 00
Charlevoix.....	160.00	640 00
Chippewa.....	150.80	603 20
Clare.....	1,560.00	6,240 00
Crawford.....	760.00	3,040 00
Delta.....	360.00	1,440 00
Emmet.....	393.40	1,573 60
Gladwin.....	2,110.32	8,441 28
Grand Traverse.....	520.00	2,080 00
Gratiot.....	120.00	480 00
Houghton.....	35.10	140 40
Huron.....	80.00	320 00
Iosco.....	400.00	1,600 00
Isabella.....	720.00	2,880 00
Kalkaska.....	320.00	1,280 00
Kent.....	120.00	480 00
Lake.....	160.00	640 00
Lapeer.....	40.00	160 00
Leelanaw.....	27.55	110 20
Livingston.....	40.00	160 00
Manistee.....	240.00	960 00

COUNTIES.	ACRES.	Am't Sold for.
Marquette.....	360.00	1,440 00
Mason.....	1,296.77	5,187 08
Mecosta.....	519.35	2,077 40
Menominee.....	680.00	2,720 00
Midland.....	1,191.55	4,766 20
Missaukee.....	440.00	1,760 00
Monroe.....	95.05	380 20
Montcalm.....	680.00	2,720 00
Montmorency.....	440.00	1,760 00
Muskegon.....	200.00	800 00
Newaygo.....	386.91	1,547 64
Oceana.....	80.00	320 00
Ogemaw.....	1,945.90	7,783 60
Osceola.....	1,501.33	6,005 32
Ottawa.....	400.00	1,600 00
Presque Isle.....	192.25	769 00
Roscommon.....	1,380.00	5,440 00
Saginaw.....	358.22	1,432 88
Sanilac.....	320.00	1,280 00
Tuscola.....	400.00	1,600 00
Van Buren.....	.90	3 60
Wexford.....	960.00	3,840 00
Total.....	24,582.80	\$98,331 20

The following table shows, by counties, the amount of unsold Primary School and Agricultural College lands:

COUNTIES.	Primary School Lands.	Agricultural College Lands.
	ACRES.	ACRES.
Alcona.....	6,640.00	33,967.84
Allegan.....	1,211.51	-----
Alpena.....	7,994.24	2,360.00
Antrim.....	6,828.08	19,133.23
Bay.....	5,082.89	-----
Benzie.....	1,120.00	6,240.00
Berrien.....	80.00	-----
Calhoun.....	80.00	-----
Charlevoix.....	4,226.00	4,765.09
Cheboygan.....	12,517.64	14,304.90
Chippewa.....	42,235.72	-----
Clare.....	4,485.43	-----
Clinton.....	394.68	-----
Crawford.....	7,836.30	-----
Delta.....	19,300.81	-----
Eaton.....	520.00	-----
Emmet.....	8,159.33	-----
Gladwin.....	4,527.30	-----
Grand Traverse.....	3,102.21	2,080.00
Gratiot.....	2,360.00	-----
Houghton.....	21,900.45	-----
Huron.....	7,657.50	-----
Ingham.....	80.00	-----
Ionia.....	40.00	-----
Iosco.....	5,638.82	27,274.57
Isabella.....	2,600.00	-----
Kalkaska.....	8,512.85	10,074.30
Keweenaw.....	517.85	-----
Lake.....	6,999.12	-----
Lapeer.....	240.00	-----
Leelanaw.....	3,567.75	120.00
Livingston.....	80.00	-----
Mackinac.....	20,269.85	-----
Manistee.....	3,968.58	12,160.00
Manitou.....	1,931.10	-----
Marquette.....	48,258.27	-----
Mason.....	3,874.74	-----

COUNTIES.	Primary School Lands.	Agricultural College Lands.
	ACRES.	ACRES.
Mecosta	1,584.15	-----
Menominee	19,011.72	-----
Midland	2,444.24	-----
Missaukee	5,600.00	7,994.65
Monroe	562.27	-----
Montcalm	320.00	-----
Montmorency	8,640.00	9,912.95
Muskegon	2,899.09	-----
Newaygo	4,320.00	-----
Oceana	1,085.66	-----
Ogemaw	9,829.00	-----
Ontonagon	40,113.00	-----
Osceola	4,826.10	-----
Oscoda	8,880.00	17,898.46
Otsego	7,911.28	9,839.44
Ottawa	400.00	-----
Presque Isle	10,426.03	2,477.95
Roscommon	6,607.05	-----
Saginaw	2,654.75	-----
Sanilac	5,240.00	-----
Schoolcraft	39,059.71	-----
St. Clair	280.00	-----
Tuscola	5,120.00	-----
Van Buren	40.00	-----
Wexford	6,000.00	37,800.00
Total	468,713.07	218,393.37

The total amount of the Primary School Fund, Nov. 30, 1870, was \$2,700,834 63. The following statement shows the increase of the fund during the year, and its situation :

Realized from Primary School lands during the

year	\$106,080 86
For P. S. lands previously sold	2,380,203 24
Total	<u>\$2,486,284 10</u>

Of this, the State holds.....	\$1,714,071 12
In the hands of purchasers.....	772,212 98
Total Primary School land fund at 7 per cent	\$2,486,284 10
Swamp land fund at 5 per cent.....	214,550 53
Total Primary School Fund.....	\$2,700,834 63
The interest on this amounts to.....	184,767 41

In 1860—ten years since—the total School Fund amounted to \$1,684,394 38; increase in ten years, \$1,016,440 25; increase of annual income in same time, \$68,954 11.

The following is the amount of Primary School Interest Fund apportioned in May of each year, for the past ten years, the amount per child, and also the number of children upon which the apportionment was made,—the said number averaging 1,268 less per annum than the whole number in the school census :

YEARS.	Amount per Child.	Apportionment.	Number of Children.
1861.....	42 cents.	\$103,457 30	246,121
1862.....	50 "	126,464 16	252,786
1863.....	50 "	130,978 50	261,417
1864.....	50 "	136,362 00	272,607
1865.....	48 "	134,557 92	280,329
1866.....	46 "	136,550 00	296,780
1867.....	45 "	143,787 59	318,969
1868.....	45 "	151,630 50	336,326
1869.....	47 "	165,395 12	351,556
1870.....	48 "	179,348 74	373,042

By the above table it will be seen that the amount of interest due in some years is not received, lacking several thousand dollars. The reason of this is: holders of part-paid lands are allowed to pay their interest to County Treasurers, and it sometimes happens that some of these officers do not make their returns to the State Department, as they are

required by law, in season for the amount they have collected to go into the fund distributed for the year. The amount per child the past year was 48 cents; the average for the past ten years being 47.1 cents. Thus it will be seen that the increase of the fund has fully kept pace with the increase of children, which was 136,687 in ten years.

UNIVERSITY FUND.

This fund changes but little from year to year,—only about 200 acres of land, and that of little value, remaining unsold. The account now stands as follows:

Principal, due from purchasers.....	\$147,505 98
In the hands of the State.....	416,937 33
<hr/>	
Total.....	\$564,443 31
Increase during the year.....	3,412 20
Interest at 7 $\frac{3}{4}$ cent.....	39,511 03

NORMAL SCHOOL FUND.

Principal, due from purchasers.....	\$20,819 51
In the hands of the State.....	46,797 18
<hr/>	
Total.....	\$67,616 69
Increase during the year.....	760 00
Interest at 6 $\frac{3}{4}$ cent.....	4,057 00

AGRICULTURAL COLLEGE FUND.

Of the Agricultural College lands, 17,280 acres have been sold for \$56,880. The sales during the past year have been small. This is not surprising when we consider where the lands are situated, to-wit: in the counties of Alcona, Alpena, Antrim, Benzie, Charlevoix, Cheboygan, Grand Traverse, Iosco, Kalkaska, Leelanaw, Manistee, Missaukee, Montmorency, Oscoda, Otsego, Presque Isle and Wexford. Several of these counties some of our readers perhaps never heard of;

six of them being yet unorganized. The State was of course obliged to select the lands in the unsettled portions of the State, and large immediate sales could not be expected. But as the wave of population rolls northward, and stimulated as settlement will be by the building of railroads, a day not distant cannot fail to realize a fund fully adequate to the support of the College.

SCHOOL STATISTICS.

The number of counties in which schools are reported is 64. This is one more than last year, in which year no reports were received from Emmet county.

The number of townships reporting is 858; an increase of thirty.

The number of districts is 5,108; an increase of fifty-six.

The number of children between the ages of *five* and *twenty*, is 384,554; an increase of 9,780.* This is a much smaller gain than in the previous year. The actual loss of children reported in the Upper Peninsula is 1,153; and is occasioned by the depression in the mining interests. Houghton and Marquette counties, which last year reported a gain of 1,351, now show a loss of 1,076. Ontonagon reports a loss of 204. Wayne county reported last year an increase of 4,742, and now a loss of 297; the city of Detroit losing 398, and the remainder of the county gaining 101. As in Wayne, so in other counties showing a loss,—the loss has been mostly in the cities, where changes in population are most readily effected by changes in the times.

Still, the increase of 9,780 children indicates an increase of population of about 25,000. The average annual increase of children for the past ten years is 13,787.

The number reported attending school is 278,686 (of which 6,404 were under five, or over twenty years of age); an

* The increase in Ohio, the past year, of children between the ages of five and twenty-one years, was 12,808.

increase of 9,099. This, however, does not show the full increase. In consequence of the abolition of the rate-bill, many teachers have supposed it was not necessary to keep or return any roll of the pupils, and in the reports many more districts than usual make no return of attendance. The number of districts thus failing to report is 376, which is 142 more than in the previous year. In these 376 districts are 20,800 children; and, at the same rate of attendance as in those reporting, the whole number should be 294,510; or, if we add the estimated number attending in the 142 districts to the whole number reported, and compare it with the whole number reported last year, we have an increase in attendance of 16,752.

We think this is a fair showing of the case, and comes very near the truth; and from it it appears that while from the increase of children the ordinary increase of attendance would have been about 6,500, it has, in fact, been nearly 17,000. The fact is apparent; each person can draw his own conclusions as to the cause. Certainly it cannot be accident that has brought ten thousand more children than usual into the schools. My observation and investigation lead me to the conclusion that the result is owing largely to the abolition of the rate-bill, but by no means entirely so. The improvement in the schools, increased school room, increased length of school terms, the higher grade of teachers, and the increased interest of the people, have had their full share in producing a result so gratifying, and that gives so much promise for the future. And, it is with equal confidence believed, that nothing has operated so effectually in producing these influences, as the labors of the County Superintendents. Let all these agencies and influences be kept in operation, and we may hope to see a still larger proportion of the youth brought into the schools, even without compulsory attendance.

For five successive years previous to the last, the average length of the schools was six and two-tenths months; neither

year varying five one-hundredths of a month from that time. The past year the reports show, within the smallest possible fraction, an average of six and nine-tenths months. This increase is equal to one school of 3,575 months.

The number of months taught by all the teachers was: by males 11,415, and by females, 34,155. Total 45,570. This is an increase of 6,106 months.

The number of months in which all the schools were in session was 34,252.

The number of teachers employed was, males 2,793; and females, 8,221; total 11,014; an increase of 439 males and 326 females.

The average wages per month of males was \$52 62; and of females, \$27 31; an increase of \$4 91 for the former, and \$2 76 for the latter.

The following table shows the number of months taught by all the teachers, and the average wages, for the several years since 1862. It is a common complaint that teachers' wages have increased in undue proportion to other kinds of labor. These figures must dispel such an illusion with every unprejudiced mind. We often speak of figures in the school reports as not reliable, but the reader is assured these figures may be relied upon. And it should be remembered, if we would make a just comparison, that the teachers now employed are doing a much better work than they did eight years ago, while nothing has been added to the actual power of most other kinds of labor:

YEAR.	No. months by males.	No. months by females.	Av. monthly wages of males.	Av. monthly wages of females.
1863.....	6,917	26,131	\$28 17	\$12 44
1864.....	6,618	26,071	34 00	16 63
1865.....	5,049	29,046	41 77	17 54
1866.....	6,319	29,242	43 53	18 44
1867.....	7,681	29,729	44 03	19 48
1868.....	8,090	29,919	47 78	21 92
1869.....	9,021	30,443	47 71	24 55
1870.....	11,415	34,155	52 62	27 31

We here see that the average of wages has just about doubled since the old cheap times; males a little less, and females about the same amount more. There is a marked difference in the manner of this increase and that of other kinds of labor. With teachers it has been a gradual increase, while many other kinds of labor doubled in one or two years. But it is replied, that other labor has gone down of late. This is true of mere manual labor, but not of intellectual labor. The minister, the doctor, the lawyer, the college professor, the civil officer, all command as high prices as at any former time. There is but very slight reduction in any personal labor, save in what is termed unskilled labor. And of all kinds of labor, and all professions, we assume without fear of successful contradiction, that in the past few years not one has increased in efficiency and actual value so much as the work of the school teachers of Michigan.

Their wages can be reduced. Give up our Normal schools; abolish the county superintendency; open the doors to all who apply; make their "inspection" a farce, and the supply will speedily exceed the demand, and boards can hire teachers—so-called—almost at their own price, and it will be "Not much they pay me, and not much I teaches 'em!"

But if the State has a right to take ten dollars of our property to support a school, has it not a right, and is it not wise, to take, if necessary, eleven or twelve dollars to make the school successful? In other words, when the State taxes us for the support of schools, is it not its duty to take all necessary measures to secure competent teachers? This can only be done by some means of ascertaining who are competent, and by shutting out all others.

The total wages of male teachers was \$548,421 52, and of females, \$844,807 07; total \$1,393,228 59. In the preceeding year it was \$430,389 36 for the former, and \$747,458 50 for the latter. The increase is \$215,380 73. The increase of the total expenditures for school purposes is \$300,831 23. The

increase of school *resources* is \$382,578 32. The amount reported "on hand" at the close of the year, is \$470,289 46,—or \$86,747 09 more than in the preceding year, while the indebtedness of districts is \$861,409 94, or \$55,617 93 less,—making, in additional funds on hand and debts paid, \$142,369 02. Deducting this from the total, as we should to obtain a correct view of the case, we find that the actual increase in all school expenses is \$240,211 30.

The amount reported "on hand" is an average of \$92 07 for each district in the State. This shows that very many districts raised considerably more money than was necessary, although they increased the schools seven-tenths of a month, and teachers' wages in proportion. Therefore, for the coming year, though the expense of the schools may continue the same, the amount necessary to be raised by tax will be some hundreds of thousands of dollars less.

The number of visits to the schools during the year by directors was 12,521,—an increase of 1,851.

The number of visits by County Superintendents was 6,621,—an increase of 752.

The following table shows the number, kind, and total value of school-houses reported the past three years:

YEAR.	No. of Stone.	No. of Brick.	No. of Frame.	No. of Log.	Total.	Value.
1868.....	72	416	8,609	618	4,715	\$4,208,478
1869.....	74	459	8,767	621	4,921	5,381,774
1870.....	78	588	8,868	627	5,111	6,284,797
Increase in 1869	2	43	158	3	206	\$1,023,296
" " 1870	4	79	101	6	190	908,023

The amount reported paid for building purposes the past year is \$852,122 62.

The number of houses reported is *three* more than the number of districts, while 250 districts report no house, and eight report houses of no value.

The number of private schools reported is 139,—a decrease of 34; but the estimated number of pupils is 9,613,—an increase of 806. It is probable that the actual number of these schools and pupils is considerably more than are reported.

The number of districts failing to have a legal time of school was 135; and of these, 73 had no school.

In 600 districts the financial report does not balance.

In ninety-eight districts the census has the names of children under five or over twenty years of age. A person twenty years of age should not be included in the census.

No dog tax is reported in 405 towns. It is supposed, however, that a large number of these towns collected this tax, and reported it with other funds. Still the presumption is, that in several large counties the supervisors paid very little regard to the law.

LIBRARIES.

No libraries are reported in 2,760 districts in townships supposed to have the district system; and 247 townships in which no district libraries are reported, fail to report any town library; and in six counties no libraries are reported. The following is a summary of the reports:

	Receipts from Fines.	No. of Libraries.	No. of Volumes added.	No. of Volumes.	Paid for Books.
District libraries.....	-----	1,366	8,377	97,101	\$11,285 86
Town libraries.....	-----	201	4,247	53,725	5,535 02
Total in 1870.....	\$29,222 62	-----	12,624	150,826	\$16,770 88
Total in 1869.....	27,418 38	-----	10,005	136,884	14,295 66
Total in 1868.....	11,684 55	-----	9,188	124,106	10,897 52

The amount voted for libraries at township meetings was, in 1870, \$2,383 83; in 1869, \$2,056 50; in 1868, \$1,573 40. In only 17 counties is anything reported voted for libraries. In 23 counties nothing is reported of receipts from fines. Some of these probably had moneys from this source, as in 116

towns the Inspectors fail to make any report whatever according to the blanks furnished them.

On the whole, the library statistics afford ground for some encouragement. In two years the reported receipts from fines have increased 250 per cent, and the number of volumes added to the libraries has increased 34 per cent; and yet, with \$31,746 86, library funds, (fines and amount voted), only \$16,770 88 was paid for books. The funds were sufficient to have bought 25,000 volumes. If in addition, ten per cent of the two-mill tax were appropriated to libraries, 50,000 volumes, or an average of ten to each district, might be added in a year. But much might be accomplished if the Legislature would so much as give districts power to tax themselves when they wish to do it for libraries: not a few district libraries would be revived.*

The school inspectors report 1,681 meetings, for which they received \$5,177 60. The actual amount was, doubtless, over \$6,000.

The following tabular statement shows the progress made in some of the more important details of Primary School affairs, for several years past:

YEAR.	Whole No. of Children.	No. Attending School.	No. of Male Teachers.	No. of Female Teachers.	Av. No. Months School.	Amount of Wages paid to Teachers.	Amount raised by Rate Bill.	For building and repairing School-Houses.
1857	215,928	162,936	2,181	4,605	5.7	\$425,129 22	\$121,650 14	\$161,350 91
1858	227,010	173,594	2,326	4,905	6.0	442,226 81	118,098 80	140,491 01
1859	237,541	183,759	2,444	4,058	5.6	485,821 27	104,809 20	102,508 45
1860	246,684	192,937	2,599	5,344	6.2	467,256 50	67,484 88	124,623 37
1861	254,533	202,504	2,326	5,485	6.1	500,053 66	56,469 29	122,715 00
1862	261,328	207,332	2,380	5,958	6.0	491,293 55	43,202 76	112,577 96
1863	272,739	215,579	1,910	6,905	6.1	518,662 02	41,200 54	91,948 84
1864	280,772	215,736	1,816	7,000	6.2	591,295 83	50,202 85	134,504 22
1865	298,607	228,629	1,326	7,466	6.2	720,251 55	90,664 00	175,471 32
1866	321,186	246,957	1,657	7,495	6.2	811,959 37	103,151 07	339,630 71
1867	338,244	248,161	2,007	7,377	6.2	917,261 51	107,170 91	545,437 30
1868	358,538	249,920	2,056	7,522	6.2	1,038,131 88	110,654 97	805,882 41
1869	374,774	269,587	2,354	7,895	6.3	1,177,847 86	94,732 55	776,074 00
1870	384,554	278,086	2,793	8,221	6.9	1,398,228 59	-----	852,132 62

* Since this was written, the law has been amended so that districts can vote a tax for their libraries.

*APPORTIONMENT of Primary School Interest Fund,
May, 1870, at 48 cents per child.*

The following table shows the amount of Primary School money apportioned to the several counties in May, the whole number of children in the counties, and the number upon which the apportionment was made. A comparison will show the number of children in districts failing to have a legal school:

COUNTIES.	Whole No. of Children.	No. on which Apportionment was made.	Amount Apportioned.
Alcona.....	188	188	\$68 84
Allegan.....	10,190	10,176	4,884 48
Alpena.....	404	404	198 92
Antrim.....	431	481	280 88
Barry.....	7,397	7,840	3,528 90
Bay.....	4,218	4,198	2,015 04
Benzie.....	527	458	219 84
Berrien.....	12 011	11,928	5,746 07
Branch.....	8,069	8,659	4,156 32
Calhoun.....	11,488	11,468	5,552 06
Cass.....	7,812	7,288	3,471 84
Charlevoix.....	267	245	117 60
Cheboygan.....	441	441	211 68
Chippewa.....	424	424	208 52
Clinton.....	7,674	7,674	3,688 52
Delta.....	289	289	185 72
Eaton.....	8,066	8,066	3,871 68
Genesee.....	10,642	10,521	5,066 58
Grand Traverse.....	1,140	1,140	547 90
Gratiot.....	8,904	8,878	1,861 44
Hillsdale.....	10,809	10,758	5,184 00
Houghton.....	8,762	8,742	1,796 16
Huron.....	2,256	2,280	1,070 40
Ingham.....	8,829	8,272	3,970 56
Ionia.....	9,267	9,267	4,448 16
Iosco.....	696	659	318 82
Isabella.....	1,160	1,127	540 96
Jackson.....	10,354	10,844	4,965 12
Kalamazoo.....	10,894	10,894	4,989 12
Kent.....	15,962	15,962	7,661 76
Keweenaw.....	1,274	1,262	605 76
Lapeer.....	7,061	7,018	3,366 24
Leelanaw.....	1,192	1,192	572 16
Lenawee.....	14,721	14,721	7,091 46
Livingston.....	6,494	6,468	3,102 24
Mackinac.....	648	648	311 04
Macomb.....	9,588	9,474	4,547 52
Manistee.....	1,449	1,449	695 52
Manitou.....	585	585	286 80
Marquette.....	2,846	2,829	1,357 96
Mason.....	558	513	246 24
Mecosta.....	1,251	1,198	572 64
Menominee.....	298	298	140 64
Midland.....	880	805	386 40
Monroe.....	9,915	9,908	4,758 44

COUNTIES.	Whole No. of Children.	No. on which Apportionment was made.	Amount Apportioned.
Montcalm.....	4,184	4,156	1,994 65
Muskegon.....	8,900	8,887	1,841 75
Newaygo.....	2,126	2,044	981 12
Oakland.....	13,181	13,145	6,300 00
Oceana.....	1,980	1,911	917 95
Ontonagon.....	1,328	1,322	567 04
Osceola.....	421	377	159 96
Ottawa.....	8,763	8,768	4,304 34
Saginaw.....	11,109	11,072	5,214 54
Sanilac.....	4,681	4,681	2,313 66
Shiawassee.....	6,751	6,698	3,212
St. Clair.....	18,412	18,412	6,487
St. Joseph.....	8,688	8,685	4,190
Tuscola.....	4,555	4,525	2,388
Van Buren.....	9,659	9,647	4,662 73
Washtenaw.....	12,624	12,624	6,091 85
Wayne.....	39,927	39,927	19,164 86
Wexford.....	101	81	86 66
Total	374,860	373,042	\$179,948 74

REVENUES OF THE SCHOOLS.

The following is a tabular statement of the finances for the past three years :

RECEIPTS.	1868.	1869.	1870.
On hand at commencement of the year.....	\$389,826 17	\$326,446 22	\$300,477 81
Two-mill tax.....	807,785 91	822,246 12	405,111 64
Primary School Fund.....	150,519 96	165,980 51	177,213 79
Rate-bills.....	110,854 97	94,759 55	
Tuition of non-resident scholars.....	22,662 16	24,659 00	26,644 14
District taxes to pay teachers.....	443,538 50	571,564 11	1,024,786 77
Other district taxes.....	635,157 68	787,054 67	707,790 10
Tax on dogs.....	24,167 88	25,897 68	26,568 61
From all other sources.....	499,560 00	490,076 18	474,322 72
Total	\$2,473,868 22	\$2,759,096 94	\$2,154,921 25
Indebtedness of districts.....	643,680 25	914,027 87	861,400 94

EXPENDITURES.	1868.	1869.	1870.
Paid male teachers.....	\$381,026 80	\$430,901 81	\$549,708 81
Paid female teachers.....	641,277 73	728,559 05	843,098 30
Paid for building and repairs.....	805,882 41	776,074 00	852,122 62
Paid for all other purposes.....	808,898 98	465,988 60	545,639 55
Amount on hand at close of year.....	813,275 85	388,542 87	470,389 46
Total	\$2,449,856 77	\$2,785,066 83	\$2,154,921 24

If the reader has the curiosity to add the above figures he will see that the totals appear incorrect. The items and totals do not agree, because they do not agree in the directors' reports. In other words, the directors' receipts and expenditures will not balance, but they carry out the totals alike; hence, when we add up their several items and their totals, by the time the aggregate reaches three millions there is a discrepancy of several thousand dollars. Every year directors are earnestly requested to "make their accounts balance," and they do literally *make them* balance, since they would never balance without violence.

GRADED SCHOOLS.

The number of schools reported as graded is 231, or five less than last year. These are not all organized under the graded school law, but are reported as graded schools,—as having more than one department and teacher. In the following statement several are included which are not reported as graded, but probably should have been, making the whole number 246.

In these districts are 134,634 children,—or over one-third of all in the State. The number attending school is reported at 91,692, but fifteen districts, with 4,612 children, do not report the attendance. The whole should be as much as 95,000. This appears to be about the same per cent of attendance as in the State at large. But these children had nine and three-tenths months of school (last year, 8.8 months), or two and four-tenths more than the State.

The amount paid by these districts to 1,549 teachers was \$610,478 35,—or 48 cents per month for each person of school age. The same expense per child in the State, including the graded schools, averaged fifty-two and a half cents. If we take the remainder of the State separately, it will not be less than 54 cents. So the figures show, as in former years, that the large schools, which pay the highest wages, are the cheapest.

GRADED SCHOOLS.

LOCATION.	No. of Children between 5 and 20 years of age.	No. attending school during the year.	No. months school.	Value of Houses and Lots.	No. qualified Male Teachers.	No. qual. Female Teachers.	Paid Male Teachers.	Paid Female Teachers.	Average cost of Tuition for each pupil.
Allegan.....	676	656	10.0	\$17,000	12	14	\$1,790 00	\$2,710 70	\$0 67
Fillmore, No. 1.....	189	125	10.0	425	1	3	-----	520 00	37
Gun Plains, No. 2.....	857	294	7.3	14,500	1	6	-----	1,691 00	64
Otsego.....	881	820	9.7	11,000	12	8	787 50	1,309 00	56
Sangatuck, No. 2.....	880	225	10.0	12,500	1	3	1,100 00	1,080 00	57
Sangatuck, No. 3.....	282	206	10.0	6,000	1	2	700 00	870 00	67
Wayland, No. 2.....	211	195	7.0	1,300	12	3	250 00	478 75	40
Alpena.....	677	852	8.0	17,600	1	5	1,400 00	1,680 00	55
Nashville.....	156	125	8.0	2,500	1	3	-----	404 00	33
Hastings.....	529	-----	10.0	8,500	1	6	1,000 00	1,320 25	44
Prairieville.....	110	125	8.0	500	1	4	271 00	249 15	50
Middleville.....	214	-----	10.0	1,000	1	1	411 85	381 00	35
Wenona.....	461	402	10.0	15,000	1	6	1,400 00	2,084 00	76
Bay City.....	2,102	1,822	10.0	100,000	5	21	6,560 00	9,225 00	75
Portsmouth.....	450	379	10.0	12,000	1	3	1,400 00	1,400 00	61
Millburg.....	187	101	9.0	400	12	2	288 00	135 00	34
Benton Harbor, No. 5, fractional.....	185	113	8.0	4,000	1	1	260 00	240 00	45
Benton Harbor, No. 9, fractional.....	389	238	8.0	4,000	1	5	360 00	526 00	33
Buchanan.....	539	470	10.0	8,400	1	8	1,300 00	1,910 00	56
New Buffalo.....	199	-----	6.5	2,500	1	2	220 00	276 00	36
Niles.....	1,634	1,120	10.0	75,000	1	17	1,400 00	6,495 00	59
Berrien Springs.....	261	212	10.0	2,000	1	1	1,017 50	300 00	30
St. Joseph.....	850	595	9.0	8,000	2	7	1,050 00	2,411 30	45
Three Oaks.....	233	160	8.0	800	3	3	222 50	703 00	40
Coloma.....	139	110	7.3	1,500	1	12	200 00	238 75	43
New Troy.....	160	188	9.0	600	4	1	694 51	-----	43
Bronson.....	387	290	8.0	8,500	1	4	800 00	687 00	55
Coldwater.....	1,278	1,195	10.0	50,000	3	16	2,450 00	5,000 00	50
Girard.....	101	79	9.0	2,500	1	3	150 00	209 50	46
Quincy.....	843	800	8.0	15,000	2	3	905 00	570 00	33
Union City.....	243	243	10.0	4,000	1	3	1,000 00	934 00	79
Albion.....	643	450	9.3	15,000	2	8	828 00	1,351 00	36
Battle Creek.....	1,813	1,410	10.0	100,000	3	21	3,070 00	7,433 14	56
Bedford.....	145	142	9.7	2,500	1	3	278 00	408 00	45
Homer.....	222	266	10.0	6,000	1	4	665 00	595 00	57
Marshall.....	1,674	1,049	10.0	100,000	1	17	1,500 00	2,653 25	34
Cassopolis.....	290	281	10.0	8,000	1	4	975 00	870 00	64
Edwardsburg.....	142	135	10.0	4,000	1	2	700 00	571 00	39
Vandalia.....	160	117	6.5	1,000	1	2	240 00	150 00	37
Dowagiac.....	625	580	10.0	26,500	2	8	1,800 00	2,523 50	40
Volinia.....	84	127	9.0	1,887	1	3	450 00	156 00	30
Cheboygan.....	154	125	8.0	1,000	2	3	222 50	437 87	38
St. Johns.....	608	496	10.0	15,000	2	5	1,700 00	1,448 00	53
Elsie.....	166	145	8.0	2,500	1	4	-----	577 45	45
Maple Rapids.....	141	142	8.7	4,500	1	3	300 00	322 00	50
Ovid.....	806	280	9.7	15,000	1	3	360 00	898 37	36
Escanaba.....	364	241	9.0	2,300	1	2	-----	945 00	39
Bellevue.....	257	210	9.0	4,000	1	3	800 00	756 00	67
Charlotte.....	659	415	10.0	2,500	4	9	1,451 75	1,934 00	51
Eaton Rapids.....	325	267	10.0	8,000	1	4	1,000 00	944 00	38
Grand Ledge.....	281	200	10.0	1,000	1	1	550 00	280 00	39
Vermontville.....	153	137	9.0	6,000	1	3	-----	818 50	59
Olivet.....	194	-----	8.0	1,000	1	4	-----	503 00	32
Goodrich.....	101	113	8.0	400	2	1	592 00	30 00	53
Fentonville.....	654	683	10.0	40,000	1	8	1,800 00	2,796 00	66
Linden.....	204	177	8.5	1,400	1	3	820 00	454 00	44
Flint No. 1.....	173	138	10.0	5,500	1	1	487 25	231 00	30

GRADED SCHOOLS.

LOCATION.	No. of Children between 5 and 20 years of age.	No. attending school during the year.	No. months school.	Value of Houses and Lots.	No. qualified Male Teachers.	No. qual. Female Teachers.	Paid Male Teachers.	Paid Female Teachers.	Average cost of Tuition for each pupil.
Flint City No. 2, fr'l	629	507	10.0	\$15,000	1	6	\$1,700 00	\$2,800 00	\$0 64
" " No. 1.....	1,086	1,008	10.0	11,500	2	12	2,700 00	4,700 00	68
Otisville.....	202	189	10.0	4,000	1	4	700 00	857 00	52
Gaines Station.....	125	85	9.0	1,000	2	8	411 25	182 50	48
Mt. Morris.....	194	182	10.0	1,200	1	8	830 00	807 00	88
Grand Blanc.....	96	-----	9.0	8,500	1	8	860 00	220 00	67
Clio.....	141	109	8.0	1,000	1	2	860 00	221 00	50
Traverse City.....	826	289	9.0	8,000	2	8	620 00	740 00	46
Alma.....	145	-----	10.0	5,000	1	2	226 00	818 50	87
Ithaca.....	141	180	9.0	1,100	1	2	836 00	877 00	56
Allen.....	186	140	10.0	11,459	1	8	496 00	242 54	40
Cambria Mills.....	118	98	8.0	5,000	2	1	288 25	186 00	47
Jonesville.....	515	481	10.5	35,000	1	6	1,200 00	2,027 00	59
Hillsdale.....	1,072	908	10.0	52,000	8	15	1,441 25	3,809 75	49
Osseo.....	148	125	9.0	5,000	1	2	250 00	578 00	62
Litchfield.....	200	240	9.0	5,000	1	2	857 00	564 50	52
Moscow.....	186	120	9.0	1,200	1	2	174 00	202 00	81
Calumet.....	911	746	10.0	6,000	2	5	1,900 00	2,802 50	52
Hancock.....	716	887	10.0	8,000	1	2	1,400 00	1,250 00	87
Houghton.....	851	850	10.0	34,567	8	10	3,500 00	4,750 00	85
Quincy.....	392	209	10.0	18,000	1	1	1,000 00	500 00	88
Port Austin.....	269	86	5.0	5,000	2	1	180 00	168 00	26
Delhi No. 1.....	115	190	8.0	400	1	2	180 00	186 00	44
Dansville.....	217	280	10.0	7,500	1	8	700 00	944 00	76
Lansing.....	1,586	1,208	10.0	32,500	1	10	1,400 00	6,987 19	54
Leslie.....	272	-----	10.0	18,000	1	8	840 00	788 50	59
Mason.....	454	820	10.0	23,000	1	8	1,000 00	760 00	89
Williamston.....	223	185	9.5	2,000	1	1	518 00	266 00	86
Saranac.....	326	281	9.5	2,000	8	4	558 50	498 00	84
Ionia.....	812	-----	10.0	30,000	1	9	2,000 00	2,582 00	60
Pewamo.....	141	120	8.5	2,500	1	2	180 00	285 00	89
Muir.....	265	196	9.0	1,600	1	2	680 00	576 00	51
Lyons.....	258	181	7.8	3,000	-----	6	-----	1,014 00	55
Hubbardston.....	206	197	9.0	400	1	8	800 00	478 00	42
Otisco.....	106	91	9.0	1,200	-----	2	-----	390 00	41
Portland.....	849	800	10.0	4,500	1	4	1,000 00	1,184 00	68
Palo.....	101	124	9.0	1,800	1	8	447 50	124 00	68
East Tawas.....	163	101	10.0	5,000	2	2	708 00	255 00	59
Brooklyn.....	180	180	10.0	10,000	1	8	800 00	604 75	78
Concord.....	182	141	10.0	6,000	1	2	206 25	726 00	71
Grass Lake.....	266	818	10.0	18,000	1	6	1,050 00	1,512 00	96
Jackson.....	1,710	1,825	10.0	75,000	5	23	4,700 00	9,065 00	80
" ".....	990	750	10.5	35,000	1	8	1,200 00	2,775 00	88
Napoleon.....	159	122	9.0	7,000	2	4	670 50	582 00	84
Parma.....	278	247	10.0	16,000	2	2	1,360 00	640 00	72
Climax, No. 1, fr'l.	110	79	9.0	8,500	-----	2	-----	596 00	60
Galesburg.....	298	255	9.5	800	4	1	564 00	710 60	45
Kalamazoo.....	2,795	2,066	10.0	100,000	8	82	4,000 00	10,758 00	58
Augusta.....	195	105	10.0	1,500	1	4	800 00	655 00	49
Schoolcraft.....	806	-----	7.0	2,500	2	8	580 00	877 88	68
Rockford.....	216	-----	9.0	19,000	-----	5	-----	879 00	45
Alaska.....	184	110	9.0	500	2	2	860 00	212 00	47
Cannonsburg.....	128	-----	9.0	8,000	1	8	223 00	298 00	45
Grand Rapids.....	8,370	2,824	10.0	115,000	5	27	6,880 00	19,197 65	49
" ".....	1,372	1,017	10.0	35,000	1	22	1,400 00	7,216 00	62
" ".....	487	295	9.0	10,000	1	1	720 00	860 00	27
Paris, No. 1.....	120	91	9.0	1,500	1	8	145 50	201 00	82
Grandville.....	271	225	9.0	10,000	1	8	810 00	774 00	65
Clifton.....	105	197	10.0	1,200	1	1	800 00	750 00	1 64

GRADED SCHOOLS.

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Copper Falls.....	284	224	9.0	\$1,200	2	1	\$ 855 28	\$ 1,450 00	22
Almont.....	366	428	10.0	18,500	1	1	1,300 00	1,450 00	22
Hadley.....	116	-----	7.5	250	1	1	200 00	174 00	22
Lapeer.....	592	587	10.0	18,000	1	1	1,506 00	1,915 00	22
Dryden.....	176	105	8.0	700	1	1	300 00	228 00	22
Thornville.....	184	144	8.0	3,000	1	1	375 00	270 00	22
Northport.....	157	125	9.0	2,500	1	1	455 00	148 75	22
Adrian.....	2,870	1,408	10.0	150,000	3	98	3,580 00	10,788 00	22
Blissfield, No. 1, fr'l	310	178	9.7	4,500	1	1	300 00	585 00	22
" " No. 2, fr'l	142	115	9.5	6,500	1	1	508 75	940 00	22
Clinton.....	258	320	10.0	6,000	1	1	900 00	912 00	22
Deerfield, No. 1.....	164	148	7.0	200	1	1	186 00	356 00	22
Hudson, No. 3.....	327	916	9.8	3,500	2	2	780 00	917 00	22
Hudson, No. 5.....	485	388	10.0	8,000	1	1	1,000 00	1,766 00	22
Clayton.....	168	180	9.0	6,000	1	2	900 00	418 50	22
Palmyra.....	176	127	9.0	500	1	1	160 00	270 27	22
Addison.....	115	90	9.0	2,000	1	1	275 00	335 00	22
Morenci.....	968	278	9.0	3,000	1	1	800 00	600 00	22
Tecumseh.....	551	580	10.0	3,500	1	9	1,300 00	3,110 00	22
Brighton.....	201	188	10.0	10,000	1	3	1,000 00	840 00	22
Howell.....	488	529	10.0	35,000	2	7	1,475 50	1,970 00	22
Pinckney.....	156	100	9.0	1,000	2	1	372 00	370 00	22
Mackinac.....	847	915	9.0	5,000	1	3	880 00	723 00	22
Armada.....	171	168	10.0	4,000	1	1	690 50	440 00	22
Romeo.....	588	588	10.0	14,000	3	5	2,300 00	1,434 00	22
New Baltimore.....	808	274	10.0	1,500	1	4	430 00	787 50	22
Mt. Clemens.....	576	468	10.0	15,000	2	5	1,500 00	1,910 00	22
New Haven.....	185	184	9.0	2,300	2	1	540 00	170 00	22
Memphis.....	301	281	9.0	8,000	2	2	980 00	588 00	22
Richmond.....	172	-----	6.0	1,000	1	4	145 00	294 00	22
Utica.....	267	248	10.0	10,000	1	3	1,000 00	820 00	22
Manistee.....	810	-----	10.0	28,000	2	7	1,080 00	2,648 00	22
Marquette.....	1,112	867	10.0	35,000	4	12	2,850 00	4,617 50	22
Negaunee.....	840	475	10.0	8,500	1	6	1,500 00	3,756 00	22
Ludington.....	193	135	10.0	8,500	1	2	860 00	650 00	22
Big Rapids.....	847	265	10.0	9,000	1	5	1,000 00	1,188 00	22
Menominee.....	278	128	6.0	5,000	1	1	495 00	240 00	22
Midland.....	272	281	9.0	1,200	1	4	300 00	744 00	22
Dundee.....	211	168	9.0	6,000	1	2	450 00	378 00	22
Eric.....	232	140	9.0	2,000	---	3	-----	678 00	22
Monroe.....	1,948	347	10.0	20,000	1	6	1,000 00	1,627 30	22
Petersburg.....	240	190	8.0	12,000	2	2	580 00	200 00	22
Muskegon.....	1,766	1,819	10.0	28,550	2	17	1,704 00	5,720 00	22
Whitehall.....	278	261	10.0	8,500	1	8	637 50	900 00	22
Newaygo.....	258	158	10.0	5,000	1	2	1,100 00	700 00	22
Rochester.....	221	230	10.0	2,500	2	4	860 00	490 00	22
Greenville.....	441	501	10.0	35,900	1	10	1,700 00	2,549 88	22
Stanton.....	288	200	9.0	3,000	1	2	360 00	576 00	22
Birmingham.....	254	221	9.2	20,000	1	4	1,000 00	1,071 50	22
Commerce.....	125	116	9.0	1,000	---	2	-----	860 00	22
Farmington.....	157	183	10.0	1,200	1	2	945 00	400 00	22
Holly.....	406	878	9.7	27,000	1	6	1,500 00	1,685 00	22
Clarkston.....	200	225	10.0	1,200	1	2	700 00	490 00	22
New Hudson.....	110	121	9.0	8,000	1	2	600 00	170 00	22
Millford.....	280	279	10.0	8,000	3	5	1,410 00	550 10	22
Orion.....	106	105	9.0	5,000	1	1	400 00	48 00	22
Oxford.....	175	125	10.0	2,000	1	2	500 00	371 00	22
Royal Oak.....	200	179	8.0	4,500	1	1	475 00	204 75	22
Pontiac.....	1,810	1,292	10.0	85,000	2	14	2,640 00	5,280 00	22

GRADED SCHOOLS.

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Hart.....	132	117	8.0	\$4,000	1	3	\$240 00	\$315 00	52
Pentwater.....	352	214	9.0	7,500	2	3	480 00	630 00	35
Ontonagon.....	290	296	10.0	4,500	3	3	1,258 00	906 00	75
Rockland.....	473	372	10.0	4,000	1	3	1,000 00	1,425 00	51
Lisbon.....	126	124	8.0	3,000	1	2	400 00	250 00	65
Grand Haven.....	885	604	8.5	40,000	2	10	1,243 00	3,360 00	61
Holland.....	840	450	10.0	7,000	3	7	1,375 00	2,042 01	41
Eastmanville.....	105	98	8.2	2,500	1	3	308 00	276 00	67
Spring Lake.....	400	369	10.0	9,500	2	4	1,100 00	1,400 00	63
Lamont.....	148	125	8.5	2,000	1	2	520 00	273 00	63
Berlin.....	211	151	9.0	1,200	1	1	460 00	250 00	37
Vriesland.....	249	178	10.0	600	1	1	426 00	150 00	23
Chesaning.....	200	136	8.0	12,000	1	4	300 00	512 00	51
East Saginaw.....	3,159	2,010	10.0	117,000	3	25	4,700 00	9,974 00	46
Saginaw City.....	2,147	1,406	10.0	123,300	2	34	2,875 00	3,485 25	53
South Saginaw.....	507	442	10.0	12,000	1	4	1,200 00	1,490 00	53
Lexington.....	274	233	10.0	4,000	---	3	---	1,060 00	39
Daviesville.....	159	134	9.5	1,200	---	3	---	606 26	40
Port Sanilac.....	218	139	10.0	1,500	1	1	500 00	235 00	36
Byron.....	144	165	9.0	6,000	1	2	700 00	367 50	32
Corunna.....	427	560	10.0	30,000	3	4	2,915 00	963 00	91
Owosso.....	760	748	10.0	50,000	3	15	1,736 00	2,987 00	63
Laingsburgh.....	166	94	8.0	2,500	1	1	480 00	240 00	54
Newburg.....	110	90	7.5	1,177	1	3	160 00	144 00	37
Vernon.....	135	125	10.0	1,000	2	2	549 00	241 00	43
Algonac.....	348	299	9.0	9,600	1	4	720 00	630 00	43
Marine City.....	509	215	7.0	15,000	1	5	595 00	525 00	31
Fort Gratiot.....	137	164	9.0	3,000	1	2	288 00	366 00	39
Port Huron.....	2,089	1,276	10.0	75,000	4	16	3,800 00	5,160 00	43
St. Clair.....	927	555	10.0	15,000	2	7	1,300 00	1,840 00	34
Burr Oak.....	292	236	10.0	18,000	1	6	900 00	923 00	63
Colon.....	199	155	8.0	800	1	1	480 00	256 00	45
Constantine.....	336	415	10.0	24,000	2	7	1,093 00	1,455 90	66
Three Rivers.....	542	504	10.0	20,000	1	7	1,300 00	2,000 00	61
Lockport, No. 4.....	245	265	9.5	7,600	3	5	617 89	460 15	45
Mendon.....	302	230	9.0	1,500	1	2	675 00	536 00	44
Centreville.....	302	261	10.0	2,000	1	4	700 00	898 00	53
Sturgis.....	530	501	9.7	30,000	2	11	1,325 00	1,734 00	59
White Pigeon.....	338	276	10.0	5,000	1	6	827 25	388 50	43
Caro.....	196	151	10.0	6,000	1	3	1,000 00	588 00	30
Watronsville.....	110	85	11.0	1,000	1	2	385 00	396 00	65
Worth.....	131	100	8.0	1,800	2	3	302 00	99 00	33
Vassar.....	276	272	10.0	6,000	1	4	1,000 00	960 00	71
Mattawan.....	171	134	8.0	7,500	1	3	350 00	622 00	71
Lawton.....	412	430	10.0	12,000	1	3	900 00	340 00	43
Bangor.....	104	75	7.0	2,500	2	2	232 00	232 00	63
Breedsville.....	137	102	10.0	1,400	2	2	302 50	199 50	37
Decatur.....	555	492	10.0	14,000	1	5	1,100 00	1,620 00	49
Hartford.....	123	96	7.0	800	1	2	130 00	204 00	45
Keeler.....	102	88	8.0	3,500	1	2	200 00	272 00	53
Lawrence.....	205	200	10.0	11,118	1	4	1,200 00	1,044 00	1 09
Paw Paw.....	433	410	10.0	45,000	2	10	1,330 00	1,638 00	63
South Haven.....	400	231	9.7	3,000	1	4	937 60	1,032 90	53
Ann Arbor.....	2,327	1,364	10.0	103,000	5	30	5,100 00	9,728 50	64
Manchester.....	440	430	10.0	20,000	2	7	975 00	1,630 00	59
Salline.....	235	300	10.0	28,000	1	6	1,400 00	1,400 00	1 19
Dexter.....	401	350	10.0	10,000	1	5	1,000 00	1,327 30	53
Chelsea.....	344	300	10.0	7,000	1	4	1,000 00	1,049 50	60
Ypsilanti.....	1,550	1,202	10.0	34,500	5	15	4,301 00	4,527 11	57

GRADED SCHOOLS.

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Brownstown.....	178	185	8.0	\$14,000	1	2	\$272 00	\$464 00	25
Dearborn.....	264	110	9.0	3,000	1	2	390 00	868 00	28
Detroit.....	26,641	10,355	10.0	375,000	6	125	9,000 00	51,000 00	23
Trenton.....	243	197	8.0	3,000	1	3	800 00	241 00	23
Monguagon.....	122	72	10.0	3,500	1	1	800 00	240 00	23
Wayne.....	318	262	10.0	2,000	1	3	800 00	354 00	26
Plymouth.....	404	262	10.0	3,000	1	4	1,000 00	825 00	43
Northville.....	264	269	10.0	11,000	1	3	900 00	960 00	71
Springwells, No. 1.....	311	208	10.0	2,954	2	1	553 00	316 00	23
Springwells, No. 4.....	355	182	10.0	2,400	1	1	300 00	255 00	16
Wyandotte.....	990	876	10.0	40,000	1	8	1,100 00	2,520 00	27
Belleville.....	200	180	10.0	10,000	1	2	800 00	640 00	73
Total.....	134,634	91,602	9.3	\$3,895,287	351	1330	\$237,326 78	\$373,151 67	46
Total in 1899.....	127,678	85,098	8.8	3,159,067	304	1245	188,372 78	334,728 96	45

The following table of *delinquencies* may be studied with profit by a large number of teachers, district officers, school inspectors, and supervisors:

COUNTIES.	Number districts reporting no attendance.	Number of children in said districts.	Number of districts not having school the legal time.	Number of districts without any school.	Number of districts whose accounts do not balance.	No. districts whose census includes children under 5 or over 20 years of age.	Number of towns in which no fines are reported.	Number of towns in which no dog tax is reported.	Number of towns in which no report of station.
Alcona.....					1		2		
Allegan.....	12	825	1	1	18		2	2	3
Alpena.....						3			1
Antrim.....	1	17	3		2		2		
Barry.....	18	1,221	4	3	10	2	5		
Bay.....	5	186	6	4			7	10	2
Benzie.....	1	56			8		5		
Berrien.....	7	477	3		11	5	6	1	
Branch.....	3	109			14	7	7		5
Calhoun.....	15	661	3	2	23	1	14		5
Cass.....	8	538			13	5			5
Charlevoix.....	1	35	2				5	5	2
Cheboygan.....					2			1	
Chippewa.....			1				2	2	
Clinton.....	7	297	1		9	4	16	4	
Delta.....							1	1	1
Eaton.....	6	490	2	1	21		15	1	2
Emmet.....							1	1	
Genesee.....	9	441	2	2	18	3	7	17	1
Grand Traverse.....	4	95	3	1	5		5	3	2

COUNTIES.	Number of districts reporting no attendance.	Number of children in said districts.	Number of districts not having school the legal time.	Number of districts without any school.	Number of districts whose accounts do not balance.	No. districts whose census includes children under 5 or over 20 years of age.	Number of towns in which no fires are reported.	Number of towns in which no dog tax is reported.	Number of towns in which Inspectors make no report of statistics.
Gratiot.....	6	352	2	1	13	1	14	4	2
Hillsdale.....	15	1,044	1	1	17	4	4	1	2
Houghton.....	1	1	2	1	2	1	5	1	4
Huron.....	1	1	1	1	5	13	16	2	2
Ingham.....	17	1,004	2	1	21	4	11	12	4
Ionia.....	11	1,341	1	1	21	8	16	7	3
Iosco.....	1	86	1	1	3	7	7	1	2
Isabella.....	4	73	6	6	3	10	8	1	1
Jackson.....	9	405	4	2	33	1	8	6	1
Kalamazoo.....	17	1,021	3	2	14	7	5	1	2
Kent.....	20	1,134	6	2	15	10	5	1	1
Keweenaw.....	1	1	1	1	1	7	7	1	1
Lapeer.....	4	270	2	1	14	11	17	4	4
Leelanaw.....	1	32	4	1	1	1	1	1	1
Lenawee.....	8	426	2	1	28	9	9	2	2
Livingston.....	10	496	2	1	8	3	9	1	2
Mackinac.....	1	1	1	1	1	3	3	1	1
Macomb.....	16	1,383	2	1	6	14	2	2	2
Manistee.....	2	167	1	1	3	11	7	3	3
Manitou.....	1	1	1	1	1	3	3	1	1
Marquette.....	1	1	1	1	1	2	5	1	1
Mason.....	2	79	2	2	2	1	5	1	1
Mecosta.....	10	251	10	8	6	9	11	3	3
Menominee.....	1	1	1	1	1	1	2	1	1
Midland.....	1	1	1	1	4	8	8	2	2
Monroe.....	9	356	5	5	16	5	10	11	2
Montcalm.....	3	80	1	1	1	11	14	2	2
Muskegon.....	4	115	3	3	6	4	15	8	2
Newaygo.....	2	80	1	1	4	8	8	1	1
Oakland.....	24	1,234	5	1	31	1	10	28	3
Oceana.....	7	133	4	4	5	1	10	4	3
Ontonagon.....	1	1	1	1	1	3	3	1	1
Osceola.....	5	104	5	5	1	11	10	1	1
Ottawa.....	3	131	2	2	12	3	7	1	1
Saginaw.....	3	121	2	2	15	1	9	23	2
Sanilac.....	1	19	2	2	12	2	18	6	2
Shiawassee.....	7	340	2	2	24	3	18	18	7
St. Clair.....	5	345	4	1	14	9	8	4	2
St. Joseph.....	3	352	1	1	9	1	6	3	1
Tuscola.....	3	43	5	6	11	2	12	20	4
Van Buren.....	11	659	3	1	15	2	9	2	2
Washtenaw.....	15	713	3	1	26	4	9	17	5
Wayne.....	11	1,018	1	1	12	5	7	19	3
Wexford.....	1	1	1	1	1	3	3	1	1
Total.....	376	20,500	135	73	600	98	502	405	116

The following table, from the late Report of Hon. John Eaton, Jr., Commissioner of National Education, gives highly important statistics in the different States of the Union. From those who would know the comparative interest of the people in education in the different parts of the country, the table will warrant careful study. In 8 States the schools averaged a longer time than ours the past year. In 8 States male teachers' wages were higher than in Michigan, and in 18 States females were paid more. These facts are commended to the notice of any who think we are paying teachers too much:

SCHOOL STATISTICS OF THE UNITED STATES, COMPILED FROM THE MOST RECENT INFORMATION.
TABLE I.—General Statistics: Statistics of Pupils and Teachers.

STATES.	Date of Report.	Population.*	School population.		No. of children enrolled in the schools.	Average attendance.	Number of children of school age never registered.	Average absence of those enrolled.	Average total absence.	No. of school districts.	Average duration of schools in months and days.	No. of teachers in public schools.		Average salary of teachers per month.	
			Between the ages of—	Number.								Male.	Female.	Male.	Female.
Alabama.....	1869	1,092,000	5-21	438,000	1160,000	60,000	80,000	40,000	120,000	8,804	5 months.	1,300	700	\$80.00	\$69.00
Arkansas.....	1869	486,108	5-21	180,000	100,000	49,802	38,999	23,925	62,941	1,864	8 mos. 3 days	726	961	\$1.88	\$2.81
California.....	1870	112,733	5-15	112,733	73,734	49,802	38,999	23,925	62,941	1,864	8 mos. 3 days	679	2,184	\$8.74	\$9.16
Connecticut.....	1870	557,886	4-16	125,407	160,813	64,707	20,094	40,000	60,700	1,647	8 mos. 3 days	679	2,184	\$8.74	\$9.16
Delaware.....	1870	123,332	5-21	123,332	123,332	64,707	20,094	40,000	60,700	1,647	8 mos. 3 days	679	2,184	\$8.74	\$9.16
Florida.....	1870	189,995	4-21	41,900	1,975	.....	.....	.....	.....	250	8 months.	.....	.....	.....	.....
Georgia.....	1870	1,173,886	6-21	888,130	706,780	289,766	126,850	487,014	568,864	10,590	7 mos. 8 days	1,340	10,797	\$2.40	\$2.50
Illinois.....	1870	1,668,169	6-21	619,500	462,327	281,912	157,093	180,615	387,678	8,861	8 mos. 7 days	1,104	4,722	\$7.00	\$8.50
Indiana.....	1870	1,177,515	5-21	418,168	296,138	178,359	122,080	117,809	259,589	6,188	6 mos. 6 days	4,479	1,315	\$4.96	\$7.13
Iowa.....	1869	858,182	5-21	32,517	58,381	31,134	88,895	27,557	61,893	1,707	5 months.	896	268	\$7.07	\$8.98
Kansas.....	1869	1,323,364	6-20	376,808	160,446	112,680	216,422	47,816	264,288	4,269	5 months.	.....	.....	.....	.....
Louisiana.....	1870	716,394	6-21	254,993	50,000	40,000	204,393	70,000	214,393	453	4 mos. 11 days	1,181	4,720	\$12.00	\$16.00
Maine.....	1870	680,423	4-21	228,167	126,946	100,815	90,895	26,131	116,466	4,004	4 mos. 20 days	1,058	4,720	\$12.00	\$16.00
Maryland.....	1869	775,000	5-20	182,205	99,315	208,408	29,143	39,884	69,027	4,963	5 mos. 6 days	1,038	7,048	\$1.00	\$3.00
Massachusetts.....	1869	1,407,885	5-15	271,052	247,080	242,629	104,781	26,098	131,745	5,062	6 mos. 8 days	2,354	7,895	\$12.49	\$14.35
Michigan.....	1869	1,154,158	5-20	374,774	269,387	242,629	104,781	26,098	131,745	5,062	6 mos. 8 days	1,155	2,020	\$3.75	\$5.25
Minnesota.....	1870	460,000	5-21	144,414	102,080	45,407	42,328	56,569	98,917	2,321	10 months.	.....	.....	.....	.....
Mississippi.....	1870	884,190	5-21	584,026	249,729	.....	.....	.....	.....	7,000	4 mos. 6 days	4,615	2,381	\$8.00	\$9.81
Missouri.....	1870	1,708,000	5-21	382,619	18,898	1,726	1,170	646	1,816	46	8 mos. 2 days	261	260	\$4.82	\$8.66
Nebraska.....	1870	116,888	6-18	3,478	2,028	1,382	1,170	646	1,816	46	8 mos. 2 days	19	55	\$11.75	\$12.16
Nevada.....	1870	44,686	6-18	75,505	52,190	45,765	5,748	24,007	24,007	2,528	8 mos. 15 days	624	3,157	\$6.59	\$7.02
N. Hampshire.....	1869	318,000	4-21	205,297	161,683	78,612	96,544	88,071	179,615	1,453	8 mos. 14 days	915	1,905	\$8.62	\$9.66
New Jersey.....	1870	900,000	5-18	293,227	161,683	78,612	96,544	88,071	179,615	1,453	8 mos. 14 days	915	1,905	\$8.62	\$9.66
New York.....	1870	4,870,846	5-21	1,463,299	998,664	408,481	464,685	580,248	894,878	11,750	8 mos. 4 days	2,280	22,080	\$20.50	\$18.50
North Carolina.....	1870	1,041,000	5-21	842,163	49,392	31,812	292,586	85,490	810,356	1,398	8 months.	1,080	885	\$5.68	\$8.35
Ohio.....	1869	2,675,458	5-21	1,098,577	740,832	494,805	288,405	805,517	890,912	11,714	7 mos. 15 days	9,171	12,455	\$15.62	\$18.35
Oregon.....	1870	90,776	4-20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania.....	1870	8,475,000	6-21	975,753	528,893	555,941	140,861	273,901	347,051	14,211	6 mos. 1 day	7,438	10,174	\$4.45	\$1.75

	1869	217,356	(?)	54,994	92,477	93,887	97,457	5,690	53,077	650 8 months.	178	500	678
Rhode Island.	1870	730,000	5-18	183,319	15,218	---	152,901	---	---	381	255	278	---
South Carolina.	1869	1,268,328	6-90	410,000	185,945	---	224,155	---	---	1 month.	---	---	---
Tennessee.	1870	830,000	6-18	---	---	---	---	---	---	---	---	---	---
Texas.	1870	830,000	4-18	---	---	---	---	---	---	---	---	---	---
Vermont.	1869	380,535	4-18	76,769	74,140	55,744	2,619	18,386	21,015	2,197	---	---	4,296
Virginia.	1869	1,209,607	5-21	---	---	---	---	---	---	---	---	---	---
West Virginia.	1869	447,943	6-31	---	59,098	36,684	---	32,844	---	2,308	1,680	608	2,288
Wisconsin.	1869	1,002,266	4-30	398,747	261,083	---	184,714	---	100,000	4,785 151 days.	---	---	8,795

* Actual or approximate, November 28, 1870. † No person excluded from school—truant age, 8 to 16; school money distributed on basis of the enumeration under 15 years. ‡ Estimated. § Coll. ¶ Teachers pay their own board, which averages \$13 per month. | Average salary of all teachers, \$68 86.

STATE TEACHERS' INSTITUTES.

The Spring and Autumn series of Teachers' Institutes were held as follows:

Spring Series.

At Blissfield, commencing March 21st, Teachers present,	100
At Dexter, " " 28th, " "	130
At Wayne, " " 28th, " "	40
At Plainwell, " April 4th, " "	160
At Niles, " " 11th, " "	140
At Spring Lake, " " 18th, " "	110
At Hastings, " " 25th, " "	165
At Marquette, " June 29th, " "	70

Autumn Series.

At Jackson, commencing August 29th, Teachers present,	150
At Charlotte, " Sept. 5th, " "	169
At Monroe, " " 19th, " "	90
At Lowell, " " 26th, " "	170
At Howell, " Oct. 10th, " "	166
At Jonesville, " " 17th, " "	160
At Maple Rapids, " " 24th, " "	115
At Edwardsburg, " " 31st, " "	76

Total, both series,----- 2,005

The interest manifested by the teachers in these Institutes has not in the least abated. The numbers in attendance have never been greater than during the year past. The County Superintendents have manifested the same earnestness in aiding in these Institutes that they have always shown, and the success of the Institutes has been owing in no small degree to their labors.

County Institutes have been held by many of the Superintendents, varying in length of time from two or three days to one week, with the usual valuable results. It is exceedingly gratifying to see the interest manifested by those meetings in

which they are expected to take a part. Some of the Superintendents have continued the plan, previously inaugurated by them, of organizing a teachers' class and conducting daily exercises. These classes were continued six or seven weeks, giving sufficient time to review the various branches that would be required to be taught in the schools. The few weeks thus spent were of great advantage to the teachers, and it is to be hoped that such classes will be formed in every county in which it may be difficult for the teachers to enjoy the advantages of a good Union school, or the teachers' class in some other institution.

THE STATE UNIVERSITY.

The question which has for years past excited so much interest in all parts of the State, and upon which such diverse opinions have been held, has during the past year been settled by the passage of a resolution which states, "That the Board of Regents recognize the right of every resident of Michigan to the enjoyment of the privileges afforded by the University, and that no rule exists in the University statutes for the exclusion of any person from the University, who possesses the requisite literary and moral qualifications;" a resolution which opens the doors of all the departments to all persons possessing "the requisite qualifications," without regard to sex. The University is now as accessible to women as to men. But one woman entered the University last year. There are now thirty in attendance, distributed in the different departments as follows: Seventeen in the Medical Department, one in the Law Department, and twelve in the Department of Science, Literature, and the Arts. The number of women seeking the University will be largely increased every year. It is a matter of surprise that so many should be found prepared to enter so soon after it became known that they would be permitted to do so. In all parts of the State young ladies are found in courses of study designed to fit them for the Univer

sity, and they are expecting to enter there as soon as they are prepared.

The admission of women will increase the current expenses of the University, and will also make more urgent the demand for more room.

The project of establishing a college for the education of young women has been frequently discussed in the State Legislature, and has been looked upon by many with great favor. There has, indeed, been this quite general opinion, that the time was not far distant when the Legislature would feel called upon to make the necessary appropriation to establish such a college. This would require an expenditure of at least three hundred thousand dollars at the very commencement of the work. This is but a very moderate estimate for the cost of buildings and apparatus, and for museum and library, and for all other expenses of an incidental nature. The actual cost when completed and ready for use would be found nearer five than three hundred thousand dollars. Then there would be the appropriations for the support of the Faculty, amounting to not less than twenty thousand dollars annually. If this arrangement had been deemed best, these appropriations would have been ungrudgingly made. So fully are the people committed to the education of the youth, that they are willing to expend any necessary amount to secure this result; and especially would they have been willing to be at whatever expense was deemed necessary, to give to young women all the advantages enjoyed by young men, that their education might become as extended and complete as that of the graduates from the best colleges. With the present arrangement, all the advantages may be secured which a college for women could give, and better advantages than we could hope from a new and special college, and at an expense that will be but a fraction of the cost of a new college.

If one-half of the amount required for the erection of proper edifices, and for the necessary apparatus and library, could be

set aside, and the income arising from it be appropriated to the University, the ability of that institution would be so largely increased, that its officers would be able to make arrangements to accommodate all who might choose to resort thither, and furnish them the best instruction it is possible for them to obtain.

The action of the Regents is generally accepted as both wise and opportune, and it is believed that the most happy results will follow.

FACULTIES.

In the Department of Science, Literature, and the Arts, a number of changes have been made in the Faculty, as well as in the Medical Faculty. Many of the Professors appointed during the year are men of experience and culture, and their connection with the University has added great strength to their respective Faculties.

Acting President H. S. Friese still continues to preside over the University, no permanent President having been secured.

The Faculties of the University, embracing all who assisted in giving instruction during the year in the several departments, number thirty-four.

STUDENTS.

The whole number of students in the various departments has been as follows :

DEPARTMENT OF SCIENCE, LITERATURE, AND THE ARTS.

Seniors.....	74
Juniors	67
Sophomores ..	83
Freshmen.....	114
In Mining Engineering.....	2
In Selected Studies.....	70
In Higher Chemistry	24
In Pharmacy.....	39
Resident Graduates.....	4
Total in this department.....	477

DEPARTMENT OF MEDICINE AND SURGERY.

Students	340
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DEPARTMENT OF LAW.

Students	309
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Total in all departments	1,126
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GRADUATES.

The number of graduates in the Academic Department is as follows:

Pharmaceutical Chemists	28
Civil Engineers	11
Mining Engineers	2
Bachelors of Science	15
Bachelors of Philosophy	7
Bachelors of Arts	40
Master of Arts (on examination)	1

Total	104
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The degree of Master of Arts was conferred in course, on	23
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The degree of Master of Science, on	3
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These were all former graduates of the University.

The number of graduates from the Medical Department was	85
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The number of graduates from the Law Department was	121
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SUMMARY OF THE TREASURER'S REPORT.

Total of receipts	\$84,922 50
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Total of expenditures	70,167 81
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Balance in treasury June 30, 1870	\$14,798 27
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STATE NORMAL SCHOOL.

No particular change has occurred in the Normal School since the last report. The number of pupils has been quite equal to that of any previous year. The edifice just completed at the close of last year has been occupied by the

Model School, greatly to its own relief, and also to the relief of the other departments of the institution.

It is the purpose of the State Board of Education to take measures to secure a more extended and complete course of *professional training* than has as yet been given. The Faculty are harmonious in the conviction that more professional instruction should be given, and are earnestly desirous that such changes should be made as to enable them to devote more time to this peculiar work than they have been able to do heretofore. The effort has been to gradually raise the standard of admission to the school. This has been done to some extent. The time has now come when a more radical change must be made. The preparatory instruction, which the Faculty have been compelled to give, has been given in connection with other work; thus to some extent mingling the usual academic instruction with professional training. This has seemed to be a necessity, as students have applied for admission whom it was not deemed wise to reject, they being prepared to enter in a part of the required branches, and as there were no classes but those in the regular course for them to enter, they have been received, conditioned, it may be in part, and placed in these classes. The result has been a demand for a large amount of academic labor and less professional. The new edifice will enable the Faculty to form preparatory classes outside the Normal proper, and to advance the standard for admission at once.

The following are the changes which have occurred in the Faculty during the year: Professor Daniel Putnam, on account of the inadequate salary, felt compelled to resign and accept a position in which he would receive larger compensation. Mrs. Evans also resigned her position in the Model School. Neither of these places have been filled permanently, arrangements having been made for a temporary supply.

The summary of the officers and students is as follows:

FACULTY.

Number of instructors.....	10
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STUDENTS.

Number of students, winter term, 1869-70.....	277
“ “ summer term	248
“ “ winter term, 1870-71.....	261
“ “ graduated.....	17
“ “ receiving Training Certificates.....	30
Number of students from the Normal Department acting and trained as teachers in the Experimental School...	90

EXPERIMENTAL SCHOOL.

Number of pupils, spring term.....	126
“ “ summer term.....	133
“ “ fall term.....	104

The Board of Education will ask of the Legislature a larger appropriation to meet the enlarged expenses of the Normal School, and to enable them to increase the salaries of the professors. It is not believed to be economy to pay the professors salaries less than they are able to command in many of the Union schools of the State.

We have been compelled frequently to part with our best teachers, and that too, when they had become thoroughly familiar with the duties of their special departments, simply on account of the inadequacy of their salaries. To become fully competent to fill any professorship in the Normal School requires experience in its special duties. If the salaries paid the teachers should remain less than is paid in a large number of the Union schools, we cannot hope to retain them. The success of this institution depends largely upon the permanency of the professors. It is to be hoped that sufficient appropriations may be made to enable the Board to pay such salaries as will secure the services of the teachers so long as their connection with the institution may be desired.

AGRICULTURAL COLLEGE.

The friends of the Agricultural College are greatly encouraged by the advancement made in its various departments during the past year. The number of students has been largely increased, and the general condition of the College greatly improved. The farm is rapidly improving, and will soon be in condition to furnish better opportunities for general experiments than it has done hitherto. The experiments made at the College are carefully conducted, and will be of value to the State. These experiments will be extended every year, and more general and practical results reached. The expense of the College to the State is already diminishing, and will rapidly decrease in the future. It will be but a few years before the proceeds from the sale of College lands will fully defray the current expenses. The State will then have a vigorous institution, permanently located, munificently endowed, and thoroughly furnished with all the appliances necessary to the successful working of all of its departments. This College will ever remain an honor to the State and a monument of glory to those men who have stood by it in the hours of its greatest peril; who by their wise counsels and firmness have carried it through those dangers, and now rejoice in its hopeful future.

The summary of officers and students is as follows:

FACULTY.

Instructors	9
Other officers	4

STUDENTS.

Senior class	12
Junior class	18
Sophomore class	15
Freshman class	36
Preparatory class	36
Special course	2
Ladies	10

Total	129
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KALAMAZOO COLLEGE.

The report of Kalamazoo College represents the College as enjoying its usual prosperity. No special change has taken place in the financial condition of the College. The course hitherto known as the "Ladies' Course" is abandoned. The young women now in the College, and those preparing to enter, pursue the same studies as the young men in the same department, and are candidates for like degrees. The College has three distinct courses of study, each occupying four years, and each student is at liberty to pursue the course he may prefer.

The vacancy occasioned by the resignation of Prof. H. L. Wayland has not as yet been permanently filled.

The summary of teachers and students is as follows :

FACULTY.

Instructors.....	12
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STUDENTS.

In college classes.....	51
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In preparatory classes.....	195
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Total	246
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ALBION COLLEGE.

The report from the President of Albion College includes only the last three months of the year. The appointment of President Silber was not made until the close of the last College year, and he did not enter upon the active duties of the office until September last, and he goes no farther back in his report than the time of his connection with the College.

Various changes have been made during the summer and autumn, in the College buildings and grounds. The central edifice has been thoroughly renovated and refurnished. The "South College" has been remodeled; the lower floor is now devoted to the library, and also to the purposes of a reading-room, etc. The upper story is devoted to chapel purposes; the entire floor being finished in a single room, furnishes a beau-

tiful and commodious place for the purposes for which it is to be used, and is ample to meet the largest wants of the College for the present.

At a recent meeting of the friends of the College, arrangements were made to secure a larger endowment than it now has. The proposition made was to raise at least \$100,000, and large sums were pledged at the time, on the condition that this amount should be made up. Since that time other pledges have been made to such an extent as to insure, it is confidently believed, the required amount during the present year. This will be a great relief to the College, and will enable it to enter at once upon a wider sphere of usefulness.

The summary of officers and students is as follows :

FACULTY.

Instructors.....	6
------------------	---

STUDENTS.

Seniors.....	13
Juniors	9
Sophomores	6
Freshmen	12
Preparatory.....	81
Total	121

The College embraces two courses of study,—a classical course, and a scientific,—in each of which are found the branches usually taught in such courses of study.

The friends of the College are very hopeful in regard to its future, being greatly encouraged by the present prospects.

OLIVET COLLEGE.

The report of the President of Olivet College represents its condition as essentially the same as a year ago, no particular changes having taken place during the last year. The new edifice, which has been in process of erection for some years past, is at length so nearly completed as to be occupied. This

building has been greatly needed, and its completion will add greatly to the efficiency of the College. The building is 112 feet in length by 54 in width, three stories in height, with a fourth story in the Mansard roof. The first floor is devoted to the library, laboratory, and recitation rooms. On the upper floor are the two society rooms, which have been fitted up very nicely at several hundred dollars expense. The remainder of the building is to be used for dormitories.

Efforts have been continued during the year to secure additions to the present resources of the College. These efforts have been in a measure successful, yet, owing to the general depression of every department of business, less has been accomplished than the officers of the College had hoped. These efforts will still be continued.

The summary of officers and students is as follows :

FACULTY.

Instructors	11
-------------------	----

STUDENTS.

In the college proper (all gentlemen)	46
---	----

In the ladies' course	30
-----------------------------	----

Preparatory department, gentlemen	91
---	----

“ “ ladies	69
------------------	----

Total	236
-------------	-----

No reports have been received from the following colleges: Adrian, Hillsdale, Hope, and Grand Traverse. So far as we are able to judge from such information as incidentally comes to us, we conclude that these institutions are as prosperous as they have been in former years.

CONCLUSION.

From the reports received, the schools of the State appear to have enjoyed very general prosperity. No marked changes have occurred, but a steady, healthful growth is manifest in the schools of nearly all parts of the State. Although the highest apparent prosperity should attend every school, from

the University to the most secluded district school, yet, so long as it remains true that nearly one-half of the children of the legal school age are never found in the schools, and many reported as attending are there but a few weeks or months at most, and their attendance even for that time very irregular, we have abundant cause for alarm, and we ask, when is the change to come,—a change that shall secure to every child the privileges of the school, and to the school the constant presence of the child? These uneducated children are, in a very few years, to be the men and women upon whom the responsibilities of society will rest. These uneducated boys will become men, and into their hands the sacredness of the ballot is to be committed. Well may we tremble, when we remember those burning words of the great champion of universal education, "*An uneducated ballot is the winding-sheet of liberty!*" Again he says: "This irresponsible utterance through the ballot-box is the inceptive process of legislation; nay, in all the most important cases it is legislation, the will of the people being made known here, and only passing on to legislative halls to go through certain formalities and be proclaimed as law. The human imagination can picture no semblance of the destructive potency of the ballot-box in the hands of an ignorant and corrupt people. The Roman cohorts were terrible; the Turkish Janizaries were incarnate fiends; but each was powerless as a child for harm, compared with universal suffrage without mental illumination and moral principle. The power of casting a vote is far more formidable than that of casting a spear or javelin." We can never escape the danger by attempting to circumscribe the privilege of voting. Universal suffrage is a law of the nation which will not be changed, and cannot be with safety. The only escape from these accumulating dangers is by the gate of universal education. In the uneducated ballot is found the nation's greatest danger; but the educated ballot is the nation's main tower of strength.

ORAMEL HOSFORD.

APPENDIX.

UNIVERSITY OF MICHIGAN.

THIRTY-SECOND ANNUAL REPORT OF THE BOARD OF REGENTS.

HON. ORAMEL HOSFORD, *Sup't Public Instruction* :

In compliance with the provisions of law, the Board of Regents of the University of Michigan herewith respectfully submit to you a report of the affairs of the University for the fiscal year ending June 30, 1870 :

NUMBER OF STUDENTS.

The number of students attending the University during the year is as follows :

In the Department of Science, Literature, and the Arts,	477
“ “ Medicine.....	340
“ “ Law	309
Total	1,126

The total number in attendance during the year ending

June 30, 1869, was..... 1,114

Increase..... 12

The number of graduates from the University during the year is as follows :

From the Department of Science, Literature, and the Arts,	104
“ “ “ Medicine.....	85
“ “ “ Law	121
Total	310

FINANCES.

The receipts and expenditures for the year, and an estimate of the probable receipts and expenditures of the current year, are exhibited in detail in the report of the Finance Committee, hereto appended, marked "A."

The pecuniary assistance derived from the State under the acts of 1867 and 1869 has been of great and timely benefit,—but it requires even now the closest watchfulness to prevent our treasury from being depleted by ordinary necessities. For meeting any of the large wants the Board have no means.

NAMES OF PROFESSORS, ETC.

The names of Professors and other persons employed by the University, with their salaries, will be found in the schedule hereto appended, marked "B."

To the report of Acting President Henry S. Friese, LL. D., the Board refer with great pleasure, for a detailed statement of the inner workings of the University, for an able presentation of many of its wants, and for much other valuable information, marked "C."

The operations in the Museum are presented in the report of Professor Winchell, appended hereto as schedule "D."

GENERAL CONDITION.

As will appear from the foregoing statements, the general prosperity of the University has been maintained during the year, notwithstanding innovations of an experimental character have been made in its administration which were deemed hazardous by many warm friends of the University, and were pronounced by others fatal to its continued success. One of these events (the admission of women) is of so important a character as to mark the year 1870 as an epoch in the history, not only of the University, but of education itself, as exemplified in the highest institutions of learning of our country.

On the 5th of January the Board settled the question of

admitting women to the University, by adopting the following resolution :

"Resolved, That the Board of Regents recognize the right of every resident of Michigan to the enjoyment of the privileges afforded by the University, and that no rule exists in any of the University statutes for the exclusion of any person from the University who possesses the requisite literary and moral qualifications."

A conventionalism old as the University itself was thus broken, and the doors of the University were thrown wide open to all, regardless of sex.

The first person to avail herself of the new order was Miss Madalon Louisa Stockwell, of Kalamazoo, who was admitted into the Department of Science, Literature, and the Arts, February 2d, 1870.

No other applications were made by women during the year, but it is ascertained that thirty students of this class have already been admitted for the current year, to the several departments. Seventeen of these are in the Medical Department, one in the Law Department, and twelve in the Department of Science, Literature, and the Arts.

HOSPITAL.

At the beginning of the year one of the residences upon the University grounds was converted into a hospital, with the view of thereby increasing the clinique of the Medical Department. The success of the experiment has been very gratifying.

HEATING ARRANGEMENTS.

Steam heating apparatus has been put into the Law, Medical, and Museum buildings. Though the expense was large, it is justified both by the necessity and the results,—greater efficiency, economy and security. The saving in fuel and reduced rates of insurance amounts to \$1,500 per annum, while the safety obtained for the valuable general and law libraries and the museum, is a matter of great consideration. These are treasures which, if lost, money alone cannot replace

WANTS.

The most pressing want of the University, at the present time, is additional buildings. The Department of Science, Literature, and the Arts has grown entirely beyond the capacity of the present building. The increased size of the classes of this department renders an increased number of recitation rooms a necessity. A chapel, which shall also be suitable for holding public lectures and Commencement exercises, is greatly needed. It is a notorious fact, that there is no hall in any building upon the University grounds which will accommodate an assembly of more than one-half the whole number of students in attendance in the several departments.

A Gymnasium also may be mentioned among the great wants of the University. Its importance is fully and ably discussed in the report of a committee of the University Senate, on a "Department of Physical Culture," hereto appended, marked "E," to which attention is respectfully invited.

The Board have no means at their command for meeting any of these great wants. Having called attention to them, they can only hope that the sovereign people will provide the means, and thereby maintain the proud position which Michigan occupies as a generous patron to the cause of education.

All of which is respectfully submitted.

JAS. A. SWEEZEY,
C. M. STOCKWELL,
E. C. WALKER,
GEORGE WILLARD,
HIRAM A. BURT,
J. ESTABROOK,
JONAS H. MCGOWAN,
THOS. D. GILBERT.

ANN ARBOR, Nov. 21st, 1870.

SCHEDULE "A."

FINANCES.

UNIVERSITY OF MICHIGAN, {
Ann Arbor, Sept. 20, 1870. }

Regent Gilbert, from the Finance Committee, presented the report of the financial condition of the University as follows:
To the Honorable the Board of Regents of the University of Michigan :

The Finance Committee submit the following statement of the financial condition of the University on the 30th day of June, 1870, the close of the fiscal year.

The receipts into the treasury have been as follows:

Bal. in treasury July 1, 1869.....	\$21,677 04
(Of this amount \$9,298 75 was due that day for salaries.)	
Received from the State Treasurer during the year	
on account of University Interest Fund.....	30,000 00
Received for Students' fees, Diplomas, etc.....	22,039 04
Rec'd on account of Annual State Aid Appropri-	
ation.....	11,250 00
Total.....	\$84,966 08

DISBURSEMENTS.

Paid for salaries, wages of Janitor, etc..	\$52,922 50
For warrants outstanding July 1, 1869..	1,050 00
For account of Gen. Library.....	1,156 80
“ “ Med. “	200 00
“ “ Law “	400 00
Contingent expenses.....	14,438 51
Bal. in treas. to credit of general fund..	14,798 27
Total.....	\$84,966 08

The sum of \$11,162 50 was due July 1st, 1870, for the salaries of the last quarter of the year, to be paid from the above balance of \$14,798 27.

The Secretary of the Board has prepared a detailed statement of the disbursements under the head of contingent expenses, amounting to \$14,438 51, which is herewith sub-

mitted. Your committee have examined the vouchers, and find the account correctly stated.

STATE AID.

The aid to the University voted by the Legislature of 1867 amounted to \$30,796 60 before it came into the possession of the University. This was made a special fund to meet extraordinary expenses. The disbursements from it have been for—
Purchase of Dr. Sager's collection in

Medical Museum.....	\$1,000 00
For Dr. Ford's collection and int.....	3,215 83
Rominger collection in General Museum	1,500 00
Van Vechten " "	200 00
Museum cases.....	1,010 00
Steam heating appar. for Law and Med.	
buildings and Laboratory.....	10,007 48
Hospital furniture.....	575 00
*Loan to Laboratory.....	1,200 00
Amount transferred to reserve fund to re-	
place the amount it has been necessary	
to use for building purposes.....	4,000 00
For special repairs on dwelling.....	100 00
Total	<u>\$22,808 31</u>
Balance June 30, 1870.....	<u>\$7,988 29</u>

Other appropriations made since the 30th, and the expense of a new fence about the University grounds, will reduce this fund to about \$6,000. The large expenditures from this fund for steam heating apparatus was an absolute necessity. The Law building, with all the valuable libraries of the University was in great danger of destruction by fire. Your committee think that building, as well as all the others warmed by steam, safe from fire. Our expectations in regard to reduced insurance, and cost of fuel, have been realized.

Your committee have examined the vouchers for all the expenditures of the year, and find them correct.

* This loan will probably be repaid within two years.

RESERVE FUND.

Michigan 7 per cent War bonds	\$7,000 00
East Saginaw 10 per cent School bonds	6,500 00
Ann Arbor city 7 per cent Observatory bonds	2,500 00
Ann Arbor city 7 per cent Med. College bonds	600 00
Cash (accrued interest)	1,273 00
Total	<u>\$17,873 00</u>

It will be remembered that this fund represents in part the money received for a lot in Detroit, and used for building purposes.

Your committee estimate the receipts into the treasury of the University for the year ending June 30, 1871, as follows:

Balance in hand June 30, 1870	\$14,798 27
Interest on University Fund	37,000 00
Annual State aid appropriation	15,000 00
Students' fees, diplomas, etc	18,000 00
Rent of dwelling	500 00
Interest on deposits of University Fund (18 mos.)	1,000 00
Total	<u>\$86,298 27</u>

The disbursements for the same time we estimate as follows:

For amount due for salaries June 30, 1869	\$9,293 75
For salaries first three quarters current year	48,325 00
Annual catalogue	1,200 00
Repairs, etc	1,500 00
Regents and Visitors' expenses	700 00
Insurance	1,300 00
Fuel and lights	2,700 00
Libraries	2,500 00
Improvement of grounds	400 00
Other expenses	4,000 00
	<u>\$71,918 75</u>
Balance June 30, 1871	<u><u>\$14,379 52</u></u>

From this amount it will be necessary to deduct for
the salaries for the last quarter of the current
year..... \$11,675 00

Actual surplus..... 2,702 52
if the estimate of receipts is realized, and the Board adheres
strictly to the estimates in the appropriations.

The report of the Treasurer of the University is herewith
presented. His vouchers have been examined and found
correct.

It will be observed that our present scale of expenditure
absorbs the entire resources of the University, and that the
Board will not be justified in making appropriations beyond
the estimates of the Finance committee, without at the same
time providing the means to meet them.

The buildings and other property of the University have
been kept in good order during the past year, thanks to the
care and careful attention of the Steward. The timely aid
granted by the State has kept the University from bankruptcy,
and enabled the Board to add materially to its usefulness.

If the Legislature could be induced to grant us sufficient
aid to erect another building about the capacity of the Law
building, to be used for recitation purposes, the most pressing
needs of the University would be fairly met.

THOMAS D. GILBERT, *Chairman.*

SCHEDULE "B."

Members of the Faculties and other Officers, and their Salaries.

Henry S. Frieze, M. A., President *pro tem.*; salary \$3,000.
Rev. George P. Williams, LL. D., Professor of Physics; salary \$2,000.

Abram Sager, M. A., M. D. (Dean), Professor of Obstetrics and Diseases of Women and Children; salary \$1,500.

Silas H. Douglass, M. A., M. D., Professor of Chemistry, Mineralogy, Pharmacy and Toxicology; salary \$2,000.

Zina Pitcher, M. D., Emeritus Professor of the Institutes of Medicine and Obstetrics.

Alonzo B. Palmer, M. A., M. D., Professor of Pathology, and Practice of Medicine; salary \$1,300.

Alexander Winchell, LL. D., Professor of Geology, Zoology and Botany; salary \$2,000.

Corydon L. Ford, M. A., M. D., Professor of Anatomy and Physiology; salary \$2,000.

Henry S. Frieze, M. A., Professor of the Latin Language and Literature.

DeVolson Wood, C. E., M. A., Professor of Civil Engineering; salary \$2,000.

Hon. James V. Campbell, LL. D., Marshall Professor of Law; salary \$1,300.

Hon. Charles I. Walker, Kent Professor of Law; salary \$1,300.

Hon. Thomas M. Cooley (Dean), Jay Professor of Law; salary \$1,600.

James C. Watson, Ph. D., Professor of Astronomy and Director of the Observatory; salary \$2,000.

Edward P. Evans, Ph. D., Professor of Modern Languages and Literature; salary \$2,000.

Edward Olney, M. A., Professor of Mathematics; salary \$2,000.

Rev. Andrew Ten Brook, M. A., Librarian ; salary \$2,000.

Adam K. Spence, M. A., Professor of the French Language and Literature ; salary \$2,000.

Charles K. Adams, M. A., Professor of History ; salary \$2,000.

Moses Coit Tyler, M. A., Professor of the English Language and Literature ; salary \$2,000.

Charles A. Kent, M. A., Fletcher Professor of Law ; salary \$1,300.

Rev. Benjamin F. Cocker, D. D., Professor of Moral and Mental Philosophy ; salary \$2,000.

Albert B. Prescott, M. D., Assistant Professor of Chemistry, and Lecturer on Organic Chemistry and Metallurgy ; salary \$1,300.

George B. Merriman, M. A., Assistant Professor of Mathematics ; salary \$1,300.

Stillman W. Robinson, C. E., Assistant Professor of Mining Engineering and Geodesy ; salary \$1,300.

Martin L. D'Ooge, M. A., Acting Professor of the Greek Language and Literature ; salary \$1,500.

Edward L. Walter, B. A., Assistant Professor of Latin ; salary \$1,300.

Henry S. Cheever, M. A., M. D., Lecturer on Therapeutics and Materia Medica ; salary \$1,300.

Alpheus B. Crosby, M. A., M. D., Lecturer on Surgery ; salary \$1,300.

Albert H. Pattengill, B. A., Assistant Professor of Greek and French ; salary \$1,300.

Preston B. Rose, M. A., M. D., Assistant in Chemistry ; salary \$1,000.

George E. Frothingham, M. D., Demonstrator of Anatomy, and Curator of the Medical Museum ; salary \$1,000.

Mark W. Harrington, B. A., Assistant Curator of the Museum of Geology, Zoology and Botany ; salary \$500.

Raymond C. Davis, Assistant Librarian ; salary \$800.

Secretary and Steward, \$1,200.

“C.”

PRESIDENT'S ANNUAL REPORT.

To the Honorable the Board of Regents of the University of Michigan :

The Acting President begs leave to present his report of the condition and work of the University for the Academic Year 1869-70.

Under the blessing of God, the University has passed through another year of marked prosperity. The Faculties have been harmonious and efficient, and the students have been earnest and successful. The experience of the year has given encouraging proof that the institution, though still young, has already attained that internal strength and that self-regulating movement which enable it to pass quite undisturbed through changes which may occur either in its presidency or its corps of instructors.

Certainly no university can deserve its title so long as it depends for its stability and prosperity on individual officers, however eminent. And yet we should never forget that the very strength in which we now rejoice is largely due to those pioneer Professors, and especially to those two distinguished Presidents who successively planned and organized, multiplied and perfected its educational machinery, and who so long and anxiously watched and directed its movements.

THE ACADEMIC DEPARTMENT.

In the Department of Science, Literature, and the Arts, the number of students as registered for the year is four hundred

and seventy-seven, distributed among the several classes and courses as follows :

Seniors	74
Juniors	67
Sophomores	83
Freshmen	114
In Mining Engineering	2
In Selected Studies	70
In Higher Chemistry	24
In Pharmacy	39
Resident Graduates	4
Total	477

THE NEED OF MORE INSTRUCTORS AND MORE AMPLE ACCOMMODATIONS.

The constant growth of this department is at once a source of gratification and of embarrassment. While it increases the power and reputation of the University, it necessitates a constant addition both to the corps of instructors and to the accommodations for lectures and recitations. Thoroughness of instruction, and justice to students in the undergraduate and disciplinary courses, require that large classes should be subdivided into sections for most of their exercises ; particularly in the languages and mathematics. With us a still larger number of sections, officers, and lecture rooms is necessary, because of the several parallel courses of study which the University, in its desire to keep abreast with the times, has from year to year added to the original plan of this department.

It is obvious that this difficulty must be met either by limiting this department to its present numbers, and shutting off all increase in the future, or else by gradually multiplying the officers of instruction, and furnishing additional rooms for their accommodation. Which alternative shall be adopted can scarcely be a question. Neither your Honorable Board, nor the State at large, I suppose, would entertain for a moment the

proposition to limit the students of any department in the University to a definite and fixed number, and to exclude any applicant beyond this, however well prepared for admission. Such a measure would be incompatible with the very idea of a University, especially a State University, and one originating in the gift of the general government. This department, therefore, as long as it shall continue to have any life and vigor at all, and to be worthy of the State and of its national origin, cannot cease to attract still increasing numbers, and to ask for the means and the men to give them instruction. This necessary and gradual addition to the Faculty can only be secured, in the present poverty of our funds, by keeping the several courses of study under the supervision of able Professors, and by placing subordinate instructors or tutors under their direction, to supplement their work in the more elementary parts.

Harvard University has employed, during the last academic year, twelve tutors and instructors, besides a number of assistants and adjunct Professors. Yale, and nearly all the older institutions were long ago compelled to adopt a similar practice. With an income much less than half that of Harvard, certainly we cannot hope to employ full Professors in every branch and grade of study. But apart from financial considerations, and the precedent afforded by American colleges, I might justify the practice by referring to the usage of European institutions, and to its intrinsic advantage. A very considerable portion of the instruction in our colleges has been, and I fear will long continue to be, of a character nearly or absolutely elementary. This is largely true of the ancient languages, and of scientific studies, and absolutely true, at present, of the modern languages. To give to that work the whole time and strength of the most profound and cultivated scholars of our Faculties, is manifestly absurd; especially when experience proves that young and vigorous teachers, fresh from the detail of elementary study, often perform this work more efficiently than those of riper years and broader

attainments. But when our students have advanced beyond this stage of education, and become mature in mind, the higher order of instruction, the lectures on science, literature, or philosophy, naturally and necessarily come in.

How we are to provide for the increased expense of instruction which must be incurred even under the most economical arrangement, I do not now undertake to discuss. I only present the necessity of increased facilities for instruction, as vital to the Academic Department at the present moment.

As to the inadequacy of the building and apartments in which most of its work is carried on, the Honorable Board cannot fail to be as painfully impressed as the Faculty itself. Certainly no union school district in this State would think it creditable, either to its enterprise or humanity, to shut up its youth in such rooms as the Academic Department of the University is now compelled to occupy. And it should be borne in mind, that while the department numbers upwards of four hundred and fifty, its accommodations, with the exception of the Chemical Laboratory, are substantially the same as fifteen years ago, when it numbered exactly one hundred and fifty-five, or one-third of its present number; while also its courses of study have been multiplied from two to six, and its officers of instruction from ten to twenty-one.

I think it is not generally understood that the Academic Department has even now no hall of sufficient size to contain its students when assembled for chapel exercises, or for general lectures; and that for all these purposes it is compelled to resort to the law lecture-room, and thus not unfrequently to put the Law Department to serious inconvenience.

I may remark here, that in the present crowded state of this department, the rooms and passage-ways in the building now occupied would be a source of constant disorder and confusion, were it not for the caution and forbearance of the students.

Under these circumstances, it seems to me reasonable that most earnest attention should be given at once to this vital want of the Academic Department.

NUMBER MATRICULATED, AND AGE OF FRESHMAN CLASS.

The number of new students matriculated in the Freshman and other classes of this department during the year was one hundred and sixty-five. The age of the Freshman class at the time of matriculation was, on an average, nineteen and a fraction; only one applicant was less than sixteen. It thus appears that the rule which fixes the minimum age for admission at sixteen, conforms to the existing fact in regard to age, and without interfering with the present demand, or disappointing the present expectations of any, will guard the University from danger in this direction hereafter.

THE PREPARATORY SCHOOLS, AND THEIR RELATION TO THE UNIVERSITY.

The preparatory training of students for this department is steadily improving, especially in the schools of the State. This fact is highly important and encouraging. If a genuine university is ever to exist, either here or anywhere else in America, it is to be built on a much higher scholarship in the preparatory schools and academies. These must be advanced to the character of gymnasiums, and they must do a large part of the work of our present colleges before a university shall be possible. Educators, we may hope, are becoming aware of the fact that our first collegiate institutions and so-called universities, even after an existence of from one to two centuries, afford an education in those very studies on which they most pride themselves, decidedly inferior to that of the European high school or gymnasium, antecedent to the university. A tacit acknowledgement of this fact is afforded in the constantly growing custom of supplementing the education of our University graduates, and even university professors, by a residence of two or more years at foreign universities. I do not see how American educators and academic corporations can any longer sit contented under this state of things.

The remedy lies in raising, step by step, the requirements

for admission to the Academic Department, not only in the classics and mathematics, but in every branch of gymnasial study, until at last the local high schools shall have occupied their proper ground, and the University shall thus be enabled to take on its true character and functions.

As long as a gymnasium, scarcely of the first rank, is the American substitute for a university; forms the very central life and soul of the institution; employs the best university talent and consumes the university endowments; standing before the public as the dispenser of literary honors, and assuming to give our young men the highest education they can aspire to,—as long as it remains entrenched in its present position, neither yielding its ground nor submitting to innovation or progress, its graduates must, indeed, seek in foreign lands the true University.

ADVANTAGES POSSESSED BY MICHIGAN IN ITS HIGH SCHOOLS.

I cannot but think that there are existing in this State the conditions which, seized upon now, and carefully watched and improved, will in the end develop the gymnasium in its proper place, and secure to us the true University. One public high school of this State, at the close of the present year, has sent into our Academic Department a class of thirty-five students, well prepared. The high schools of the State in general, are yearly coming into more intimate relations to the University, and sending increasing numbers to its halls. If University and local school authorities shall co-operate in elevating and multiplying their courses of study, and in arranging them as parts and grades of a connected and progressive system, it will manifestly be but the work of time to bring up the best and most enterprising of these seminaries to the position of gymnasiums, and to the level of attainment which we so desire to realize, and thus in the end it will be possible for the University to drop its elementary teaching, and to do its proper work. Its Faculty of Literature, Science, and the Arts

will then become a genuine Faculty of Philosophy and Science, and, in conjunction with the professional faculties, make the institution approximate more nearly to the character it aspires to. If we compare the present qualifications for admission to the Academic Department with those required fifteen years ago, it will be apparent that very decided progress has been made in the standard of preparatory scholarship. This we regard, however, as only the earnest of the still greater advancement which the department is to make hereafter in the same direction. Most fortunately, in this effort we are assured of the hearty sympathy and co-operation of the State Union and high schools. Many of them have already expressed themselves more than ready to carry into effect all the improvements which may be recommended in the preparatory courses, whether in ancient languages, in modern languages, or in scientific studies. And, as a means of strengthening, consolidating, and elevating the whole State system, some of our best educators, both in the local schools and in the University, have proposed that a commission of examiners from the Academic Faculty should visit annually such schools as may desire it, and give certificates to those pupils who may be successful in their examinations, entitling them to admission, without further examination, to the University.

VARIED COURSES OF STUDY AN ADDITIONAL HELP.

The organization of the instruction in this department in various parallel courses of study, with equal privileges and honors, already secures to us a great advantage in carrying forward this important reform. This diversity and comprehensiveness and freedom of choice, while incompatible with a gymnasium, is of the very essence of a university. And though it will be long before we shall reach the proper standard of scholarship in all these various courses, and completely fill out the plan, yet the very existence of this liberal scheme, and its capability of indefinite elevation and expansion, keep us in constant readiness for the transition from the gymna-

sium to the university. Had we persisted in maintaining in exclusive possession of the ground, the old classical curriculum, so admirable in itself, and so perfect as a discipline antecedent to the university, yet always claiming to be the very substance of the institution, and obstinately resisting all new courses as rivals, or else admitting them only to a subordinate and almost menial position, we should have witnessed here that false and foolish antagonism which elsewhere has been provoked between classical and scientific studies, and which in a broad, and liberal, and true university, would be absurd and even impossible; and we should have found our University, or what in our old "colleges" is the same thing, its "academic department," entrenched and fortified against all progress, and itself the most obstinate foe to its own advancement.

THE PARALLEL COURSES AS NOW ORGANIZED.

The parallel courses now open in this department are six: the Classical, the Scientific, the Latin Scientific, the Greek Scientific, Civil Engineering, and Mining Engineering. These courses during the last year have been well attended and conducted with marked efficiency. Instruction has been given as usual, partly by lecture, but chiefly by recitations, based generally on the study of text-books, and by daily reviews and frequent examinations.

EXAMINATIONS.

The term examinations have been conducted both by the oral method and by writing. I believe that it is the prevailing sentiment of educators that both methods have advantages, and that both should be preserved. While the examinations of this University maintain a standard of excellence quite equal to that of American colleges in general, and we might venture to say even superior to many, it is not to be disguised that they fall far behind the attainments which universities ought to demand. In Europe, indeed, the examination is the

grand leverage which in all high institutions elevates and maintains scientific and literary scholarship. Take away European examinations, and those noble universities would speedily degenerate or even die out. This University should endeavor to make its examinations more significant.

NUMBER OF GRADUATES IN THE ACADEMIC DEPARTMENT.

The number of students in this Department who have sustained examinations for degrees during the year, is one hundred and four; as follows:

Pharmaceutical Chemists.....	28
Civil Engineers.....	11
Mining Engineers.....	2
Bachelors of Science.....	15
Bachelors of Philosophy.....	7
Bachelors of Arts.....	40
Master of Arts (on examination).....	1
Total	<hr/> 104

One of the above graduates received diplomas both in Civil and Mining Engineering, one Bachelor of Science received a diploma in Civil Engineering, and one Bachelor of Arts received also the diploma of Bachelor of Philosophy.

The degree of Master of Science was conferred in course upon three of the Alumni; and that of Master of Arts on twenty-two.

The honorary degree of Master of Arts was conferred upon the Hon. John M. B. Sill, ex-Regent of the University.

AGE OF THE GRADUATING CLASS.

The average age of the graduating class was twenty-three years and six months. It appears by comparing this with the age of the Freshman class, that the average age of students for the last four years has continued nearly unchanged, and that the present age of students in this Department is nearly twenty-one years. The age of students at Yale and Harvard

in the academic department is ascertained to be precisely one year less, while the average of those graduating from the German *gymnasium* is nineteen and a half, and that of students in *German universities* is but little greater than that of our own. It should be stated, however, that the *diversity* of age, in American institutions is much greater than in German universities, and probably the extremes are more widely apart in this University than in Yale and Harvard; a difference necessarily growing out of the educational conditions of a newly settled country. But how much we have still to attain in university education, is forced upon us by the fact, that German youth, graduating from the *gymnasium* at the average age of nineteen and a half, are more completely educated, at least in classical and literary studies, than American university graduates at the age of twenty-two or three.

EXPENSES OF OUR STUDENTS.

The history of the last three classes shows that students of this department expend on the average during the four years of their residence here, about \$1,400,—or three hundred and fifty dollars a year. The published statistics of the last graduating class at Yale, consisting of 113 members, show an average expenditure for each student during his four years residence at that institution, of \$3,787,—or \$946 a year. One cause of this great difference in favor of the student here, is the absence of tuition; another, the comparative cheapness of living. It is probable, too, that we have in this University a larger proportion of that class of young men who are “working their way” through their academic course, supporting themselves on the most limited income, and thus diminishing the average outlay of the classes to which they belong. There have been instances of these self-denying and most deserving students passing through the whole four years’ course of this department at an expense of \$600, and prior to the late war, even for a smaller sum. The expenses here mentioned include clothing.

THE BENEFICENT CHARACTER OF THE UNIVERSITY.

This statement demonstrates that the University of Michigan, while it has no trust funds, like many more favored institutions, for the aid of indigent students, is accomplishing the object of such funds, perhaps even more effectively, by making it possible for an unlimited number of enterprising and self-dependent young men to pass through the collegiate course at an exceedingly moderate expense. In fact, under the present constitution of the University, its whole endowment received from the general government, and whatever aid it may derive from the State, are free contributions toward the higher education of youth. And the wisdom of this public beneficence has already been justified by the results. Many of our Alumni, after struggling successfully through their collegiate course under the disadvantage of straightened means, are already doing good service to society in the various professions and in useful employments. Besides those who are winning success as ministers of the Gospel, lawyers, and physicians, we can point to many who are gaining eminence as teachers, journalists, civil and mining engineers, and architects.

I trust that the solid merit of the University thus indicated, and its just claim to the hearty sympathy, co-operation, and support of the State and community, on the ground of the inestimable benefits it is bestowing on the youth of our land, by the faithfulness, thoroughness, and cheapness of its educational courses, may be speedily and fully recognized. I earnestly believe in cheap education. Some things have been said, I cannot but think unwisely, about the necessity of making liberal education costly, that its worth may be better appreciated. But history is opposed to this view. At the present moment, the institutions which have placed themselves immeasurably in advance of all others, and to which the world resorts, are the cheapest. Inconsiderable as is the expense of education at this University, it is still less at many of the great universities of Germany.

It is gratifying to record that our graduating classes still keep up the custom of placing valuable objects on the grounds or in the Museums of the University. Especially commendable is the example of the class of '70, which has erected upon the Campus an admirable statue of Franklin. The class has expended for various public objects during its course, the amount of \$1,000. The class of '66 has also lately presented to the Museum an excellent copy of Murillo's Madonna.

RELIGION.

The religious character of the University has been, perhaps unintentionally, misrepresented. While the State University cannot be identified with any one of the several denominations of Christians, neither its founders nor its successive Boards of Regents, nor its Faculties, nor the people of the State, have ever intended that it should be without Christian teaching and a Christian character. As long as the State of Michigan claims to belong to the great Christian community, its University must insist on maintaining a place among Christian institutions.

It is to be regretted that for the want of a suitable chapel, all members of all the departments cannot be invited to attend, at least voluntarily, the daily devotional services. Custom has made it incumbent on the Academic Department exclusively to sustain religious exercises, and experience has proved that the good order and harmonious working, as well as the spiritual welfare of collegiate institutions, require that this custom, at least in this department, should be sacredly observed. Our chapel services during the last year have been greatly enlivened by the introduction of choral music, which would add still more to the interest of our worship, if it could be accompanied by a chapel organ, such as the University ought to possess. The only form in which religious instruction is officially given by the University, is in the lectures on the Evidences, forming a part of the course in Moral and Intellectual Philosophy. But Christian sentiment and char-

acter have been greatly promoted by the influence of the Young Men's Christian Association, and by the series of public discourses delivered by the Professor of Moral and Intellectual Philosophy on Sunday afternoons before the students of all departments; and which, for the want of a building on the grounds of sufficient dimensions, have been delivered in one of the churches of the city. All these means of Christian instruction, culture, and improvement have been in active exercise during the last year, and I have reason to believe, never more fruitful in good results. As an exponent of the religious element among our students, I may state, that of the whole number in the Academic Department during the year, one hundred and forty-eight, or about one-third, are members of churches, and that sixteen are looking forward to the ministry.

DISCIPLINE.

The kind of discipline and the degree of restraint to be exercised over students belonging to the Academic Department, have long been the subject of earnest consideration on the part of the Faculties both of this and the other collegiate institutions of our country. As the result of much experience and reflection, the tone of discipline in most of our universities, if I mistake not, has of late years become more liberal, and better adapted to the average age of the students, certainly more in accordance with the spirit of our times, and, I cannot but think, equally, or even more beneficial in its effects on the habits and character of students and graduates.

The difficulties of discipline have been occasioned partly by the existence of "dormitories," and the consequent necessity of inspection, and of more or less confinement, with the disposition to resistance which naturally grows out of these relations; and partly by the very wide difference in the age of undergraduates, and even of members of the same classes, many of whom, especially in our own University, are full-grown men, while a large number are still in their minority.

From any disadvantage in this direction growing out of the cloister or dormitory system, this University was relieved many years ago, by the discontinuance of that system and the conversion of the dormitories into apartments for the museum and for class exercises. This measure, which was one of necessity, we have never had occasion to regret, in its bearing upon discipline. It is, indeed, possible that we are prejudiced in favor of a system which our circumstances have rendered inevitable, and that if our history and usages and present condition were like those of Yale and Harvard, we might see in the college dormitory, benefits which would outweigh the disadvantages at which I have hinted. Yet, it is the unanimous opinion, so far as I know, of all who have had the opportunity of comparing the state of things in these different institutions, that while this University is exempt from the evils that, all must agree, are inseparable from the dormitory system, our undergraduates do not lack in their habits and morals any of the advantages which that system is supposed to confer. In fact, the comparison has resulted so much to our advantage, that I think no friend of the University who has examined the question would like to see dormitories again erected on our grounds.

The students find homes during the college life, for the most part, among the citizens of the town; though many hire lodgings, and board in clubs. Thus they hold relations to the citizens and to the University something like those of German University students, with this advantage, that whereas German students are not usually domesticated with the families of the citizens, but merely hire rooms in their dwellings, the students of this University are quite generally received into the domestic circle, and are not deprived altogether of the kindly influences of home.

Fortunately for us, our dormitory system was abolished when our numbers were so small that no embarrassment was experienced in securing the necessary accommodations in the city.

and the supply has so constantly increased with the growth of the University, that at present no difficulty whatever is found in meeting the wants, not only of the academic department, but of the whole body of students, amounting during the last year to more than eleven hundred. The saving to the treasury of hundreds of thousands which in the course of time must have been invested in sleeping apartments had this system been continued, thus vastly increasing the financial strength of the University in its legitimate work, is an advantage which I need not dwell upon, and which would be foreign to the present topic.

In regard to the other difficulty I have mentioned, that of adapting one rule of discipline to a body of young men so widely differing in age, I would remark that the Faculty have endeavored to meet it by maintaining the just mean between undue severity and culpable remissness. They have aimed to make the performance of all duties dependent as little as possible on compulsion, and as much as possible on the good sense, manly sentiment, and earnestness of the student. And they have had the happiness to see themselves sustained in this course by the hearty consent and co-operation of the great majority of the undergraduates. No equal number of young men, I think, could anywhere be found, more pervaded with the feeling of individual responsibility, and the desire to discharge faithfully every obligation. It is impossible, indeed, that there should not be delinquencies, and occasionally gross misdemeanors. In such cases it has been the aim of the Faculty never to sacrifice the vital interests of discipline, and the well-being of the whole, to private and personal considerations; and yet, making allowance for the mistakes of youth, to exercise forbearance and indulgence so far as such a course may be consistent with our duty to the University and the State. On the whole, this somewhat troublesome question has been treated by the Faculty according to the views of the most enlightened educators of our times. The students have been encouraged

to the cultivation of manhood, of gentlemanly conduct, and of friendly and intimate relations with the Faculty, by courteous and liberal treatment on the part of the Professors, and by the absence of all that kind of discipline which would make them regard themselves as boys kept under the eye of the task-master. The results of this liberal tone of government, which has been gaining ground with us from year to year, have been highly satisfactory.

THE FACULTY OF THE ACADEMIC DEPARTMENT.

Since the last report and the resignation of President Haven, some changes have occurred in this Faculty. Rev. Benjamin F. Cocker, D. D., has been appointed to the chair of Moral and Mental Philosophy, and I add with great pleasure that the important course of study under his charge has been conducted in such a manner as to awaken an unusual degree of enthusiasm, and greatly to promote the intellectual growth of the students pursuing it.

Mr. Stillman W. Robinson, C. E., who had served for several years with great acceptance as Assistant Professor of Mining Engineering and Geodesy, was called, at the end of the first semester, to the chair of Mechanical Engineering in the Industrial University of Illinois. His place has been satisfactorily filled for the remainder of the year by Mr. J. B. Davis, C. E.

Mr. Albert H. Pattengill, A. B., was appointed, at the beginning of the year, Assistant Professor of Greek and French.

CHEMICAL LABORATORY, OBSERVATORY, AND SCHOOL OF ENGINEERING.

The School of Engineering, the Observatory, and the Chemical Laboratory have been conducted with the same reputable success as in former years, and are constantly growing in importance and usefulness. The reports of the Professors in charge have already made you acquainted with the detail of their management, and with their condition and wants. Prof. Watson has been engaged in making zone observations with

the equatorial, and determining star places, preparatory to the formation of new tables of the moon; a work committed to him by Prof. Pierce, Superintendent of the U. S. Coast Survey. The moon tables at present in use, so important to the interests of navigation, are found to contain errors of considerable magnitude, due in large degree to the uncertainty of meridian observations of the moon. The plan of the new table is based on observations of occultations of stars by the dark limb of the moon: a method which secures all the accuracy desirable. The unsolicited assignment of this important task to the observatory of this University is a very significant compliment. All the instruments are in good order. A spectroscope specially adapted to astronomical observation is much needed.

The school of Civil Engineering, under the excellent management of Prof. Wood, has been sending forth graduates from year to year, who have won distinction in the lake survey, in railroad and bridge building, in hydraulic engineering, and in architecture; and their success is the best evidence of the value of the department.

Similar valuable results have been obtained in the working of the Chemical Laboratory, which is now second to none in the country for the extent and perfection of its apparatus and equipments, the number of its students, and its usefulness to the community. Prof. Douglass has been ably seconded in the general direction by Prof. Prescott, who has given his attention especially to the development of the Course of Pharmaceutical Chemistry.

MEDICAL DEPARTMENT.

The number of students in Medicine during the year has been three hundred and forty. Eighty-five at the Commencement received the degree of Doctor of Medicine.

The chair of Surgery, left vacant at the close of the last year by the resignation of Dr. Henry F. Lyster, was filled by the appointment of Dr. Alpheus B. Crosby, who has brought to the Faculty a decided accession of strength and reputation.

The establishment of Hospital Clinics in this department is an important step in its advancement, and the report already presented by the Faculty makes it evident that the hospital will add greatly to the value of the Medical Course. Experience will indicate improvements in the management of this new branch of the department, and it is hoped the number of patients will increase from year to year, until the clinic shall meet the wants of the department in this direction. In the Medical library there are deficiencies which I hope will be immediately attended to by the proper committee.

LAW DEPARTMENT.

The Law Department has been attended during the year by three hundred and nine students. It has graduated one hundred and twenty-one.

No change has taken place in the Faculty, and I trust that its present members will long continue to constitute the corps of Professors in this department, and to secure for it by their eminent abilities the high reputation which it has always maintained.

The increase of the Law library, and especially some improvement in the arrangements by which this library may be rendered at once more accessible and safe, are at the present moment so important that I would suggest the propriety of referring the subject to a special committee. The Law library is emphatically its *apparatus*. It should always be borne in mind, that while large expenditures are frequently and necessarily made for instruments and material appliances of every kind in our various technological and medical courses, the Law Department absolutely needs, and justly claims, a proportionate outlay for its indispensable and only apparatus of books. Nor should it be forgotten that the limited number of the Law Faculty renders this department far less expensive than the others in the matter of salaries.

THE UNIVERSITY.

From the foregoing statements it will be seen that the total number of students in the University for the year has been eleven hundred and twenty-six; and the total number of graduates three hundred and four, besides those who have received a second degree in course. The number of Professors and Assistants, actually engaged in instruction, has been twenty-nine. The evil of such a disproportion in numbers between officers of instruction and students, though very great, is nevertheless alleviated by the fact that so large a portion of the instruction is conveyed in the form of lectures.

THE WORK OF THE FACULTIES.

Of the character of the instruction given by the three Faculties, and of their devotion to the interests of those under their charge, I need not speak. The uniform success of the classes passing from under their hands, affords the best evidence of the thoroughness and enthusiasm of the teachers.

But a University demands of its Professors not only that they should give instruction, but that they should enlarge by their investigations the field of human knowledge, and aid in the work of literary production. It is a matter of pride that in this high duty the Professors of this University are not wanting. There have already been published by members of our Faculties such works as Prof. Cooley's "Limitations of Constitutional Law," and Prof. Watson's "Theoretical Astronomy." During the last year Prof. Cocker has published an extensive treatise, of the same high character, on Greek Philosophy and Christianity, and Prof. Olney has issued the first of a series of volumes to cover the entire field of Pure Mathematics. During the same period Prof. Winchell has been in charge of the State Geological Survey, and is at work upon voluminous reports, which will take their place among the productions of his colleagues. Meantime he has published a book of a more popular character, entitled "Sketches of Creation." Prof. Cooley has also nearly through the press an

edition of Blackstone's Commentaries. These various publications, added to those which have from time to time gone forth from the University in the field of the classics and belles-lettres, indicate a most commendable degree of activity in this direction. I cannot but refer here also to the gratifying circumstance that the Professor of Astronomy has just received from the French Institute the award of the gold medal for the discovery of the largest number of planets during the last ten years.

I trust that our Professors will never cease to labor with enthusiasm in the fields of scientific research and of literary production,—that high sphere of duty, which is the complement of the work of teaching, and on the successful performance of which the reputation of the University so largely depends.

THE THREE DEPARTMENTS AND THE ALUMNI.

The connection between the three departments has been rendered more intimate during the last year by the celebration of University Day, described in my former report, and also by the introduction of occasional lectures and courses of lectures accessible alike to the members of all departments. The regular meetings of the University Senate, composed of the three Faculties, for the reading of scientific and literary papers, for discussion, and for the occasional transaction of business, have had a similar tendency to promote unity and harmony.

A kindred object was aimed at in the resolution adopted by your Honorable Board at the meeting in March, by which the executive committee was authorized to invite the Alumni, in accordance with the practice of all the older institutions, to assemble and partake of the hospitalities of *Alma Mater* on the Commencement Day of the Academic Department. The Alumni of all the departments responded heartily to the invitation. The number present was considerably larger than was at first anticipated, and the enthusiasm awakened by the occasion, and the renewed interest manifested by the graduates in

the University, cannot fail in various ways to be of lasting benefit.

THE GENERAL LIBRARY.

The general library has been rendered more available by the completion of the card catalogue. It is gratifying to witness the great and constant use made of the library by the students. Its value is greatly enhanced by the large supply of leading periodicals and newspapers, domestic and foreign, chiefly furnished by the public spirit of the students themselves. I regard the peculiar arrangement of this University of keeping open the library at all hours of the day and evening, as a practice most salutary, not only to the education, but to the morals of the students.

I doubt not that the Board realizes quite as much as the Faculties, the importance of taking measures to make the general library, as well as those of the Law and Medical departments, more adequate to the wants of the University. I have been informed that there are extraordinary opportunities at present, both in England and Germany, of which other American institutions are availing themselves, for the purchase of valuable collections of books. Can we not place funds at the disposal of our library committee, which will enable them to secure some of these collections for this institution?

THE MUSEUM.

The Museum, though it has received some valuable donations during the year, has made no considerable new purchases. It should be stated, however, that nearly six thousand dollars (\$5,915) has been expended for large and very choice anatomical and geological collections, several years ago deposited in the Museum, and left in our charge until we should obtain the means for their purchase. The objects presented during the year, and their donors, will be mentioned in the reports of the officers in charge of its several departments. I will only add that our collections, both in science and art, though large

and instructive, and hitherto challenging a comparison with most of those in our own country, will soon fall behind their present reputation, unless more effort be made by us to equal the enterprise which is building up such splendid museums at Harvard, Toronto, Cornell, Yale, and Middletown. This would be prevented in some measure by the systematic annual outlay of a small sum, appropriated to each of the collections.

THE GYMNASIUM.

A gymnasium has been found beyond the reach of our present resources. The Senate earnestly concurred in the recommendation of Prof. Tyler's report on this subject, but the estimated cost precluded its erection at present.

THE GROUNDS.

The University grounds have been well cared for, and, if we consider their great extent, and the necessarily limited amount devoted to their embellishment, have undergone very marked improvement. For the neatness of their present condition and the good taste of the improvements which have been made, we are indebted chiefly to the skillful management of the Steward. And in regard to all the important duties of that officer, it is with great pleasure that I repeat the common sentiment both of Faculties and students, that they have been discharged with a degree of faithfulness and ability which leaves nothing to be desired.

THE TREASURY.

The financial history of the year in its detail will be given in the report of the Committee on Finance. You will be gratified to learn that all necessary outlays have been made without embarrassing the funds or exceeding the income, and that the estimates for the ensuing year, in some particulars, are materially diminished. A large sum is saved to the University, in its current expenses, by the introduction of the steam heating apparatus, and by the exercise, on the part of

the present Steward, of more prudence than has hitherto prevailed in the purchase of fuel and other supplies.

The financial report will make it apparent that the timely aid extended by the State to its University has saved it from sinking into hopeless debt. Without this aid the institution could not have sustained itself even in the state of development it had attained two years ago. Professors could not have been retained on the grounds, buildings could not have been kept in repair. But it shows also that, even with this aid, and without more ample means, the University must remain stationary. It has not a dollar with which to commence the erection of the buildings sorely needed for the largely increasing numbers of the Academic Department, and for our admirable school of engineering. Meantime we see hundreds of thousands bequeathed by will, or given by living donors, to more favored institutions, for the erection of museums, gymnasiums, dormitories, and memorial halls, or for the endowment of professorships or scholarships. A fund of about \$250,000 has lately been deeded to the British Commissioners of Education, by a munificent citizen of Manchester,* the income of which is to be expended in scholarships for excellence in science and art. This example shows that men can be moved to give large donations for educational purposes to a government, as well as to denominational institutions.

THE ADMISSION OF WOMEN TO THE UNIVERSITY.

The poverty of the University has begun to be more painfully apparent since the adoption of the resolution by which the institution has been thrown open to women.

The question of the admission of women to the privileges of the University has been for many years earnestly discussed, both by the citizens and the Legislature of the State, and by the authorities of the University. It was reasonable that an

* Mr. Joseph Whitworth, Mechanical Engineer. See 16th Report of the Science and Art Department of the Committee of Council on Education. The University is indebted for this, and for other valuable documents, to Capt. W. E. Price, M. P.

innovation upon traditional customs, seeming to involve grave consequences, and opposed to the prejudices if not to the judgments of a large portion of college graduates and college educators, should not be made, until ample time had been given for the forming of an intelligent public opinion, and until this opinion had been distinctly and authoritatively expressed.

Your Honorable Board, believing that the will of the people on this question had been at length clearly ascertained and correctly represented by the legislative body, and that thus the period for deciding it had arrived, announced by resolution at your meeting in January of this year, "that the Board of Regents recognize the right of every resident of Michigan to the enjoyment of the privileges afforded by the University, and that no rule exists in any of the University statutes for the exclusion of any person from the University, who possesses the requisite literary and moral qualifications;" a resolution which virtually declares that all departments and courses of study in this institution are to be henceforth equally accessible to both sexes.

Many will think this a bold step; many will think it hazardous; but no one who considers the relations of this University to the State and community will deny its entire justice. The generous system of education to which our State is committed, necessarily pledges to its daughters as well as to its sons the highest as well as the most elementary education, free of charge. We have already ceased to fear the dangers which were apprehended from this action, and which constituted the chief argument against it: the loss of reputation and caste among universities, the decline of scholarship, and the corruption of morals. But the action is destined to give us anxiety in quite another direction. It increases at once our perplexity, already great, in regard to buildings, recitation rooms, and officers of instruction. We have already more *young men* than we can well provide for. What shall we do

with the *young women* now added to the number? The one building to which most of the exercises of the Literary Department are confined, is already crowded to excess. Any one who should witness the difficulty the large classes of this department find in moving along the narrow "gangways," and up and down the narrow staircases of this building, a movement which must take place at almost every hour of the day, would hesitate to expose young ladies to all this embarrassment and discomfort.

I need not say that they will be received by all members of the institution, both Faculties and students, with the utmost courtesy and consideration; but every one must see that they will labor under serious disadvantages, and greatly increase the present embarrassments of the institution, until more suitable and more adequate accommodations can be provided; nor can the wisdom of this important measure be fairly tested until the new necessities which it creates are fully met.

The University has long needed more buildings, apartments, and equipments, to meet existing wants. Your decision in favor of the admission of women has made these wants still more immediate and imperative. You have believed it a duty to comply with the request of the Legislature, urged upon you by repeated majorities in both houses, and undoubtedly reflecting the will of the people. You can now in all fairness ask the Legislature to furnish you with the buildings necessary to make their request effectual, and to carry out their wishes.

CONCLUSION.

In conclusion, I beg leave to express my hearty acknowledgments to the Honorable Board, and not less to the Faculties of the University, for their uniform courtesy, active co-operation, support, and friendly sympathy, without which, I am sure, it would have been impossible for one so entirely inexperienced in the office of the presidency, to have met, even imperfectly, its great responsibilities.

H. S. FRIEZE, *President pro tem.*

"D."

Report of operations in the Museum of the University of Michigan in the Department of "Geology, Zoology, and Botany," and the Department of "Archæology and Relics," for the year ending September 19th, 1870.

No large collections have been added to the Museum during the past year. Two Alumni of the University, however, have honored themselves by making noble contributions to her material for instruction. Mr. J. B. Steere, a graduate of the Literary and Law Departments, has made donations aggregating 412 specimens, of which 400 are chiefly insects and shells from Ionia county. Mr. Steere's name has appeared regularly for some years past as a contributor to the Museum and a collaborator of its materials. He sailed on the 17th inst. from New York, for Para in Brazil, intending to devote one or two years to the collection of objects of natural history in South America and the South Pacific, and, if practicable, to journey around the world by way of China, the Sandwich Islands, and California. He goes with credentials from the Board of Regents and members of the Faculty, and it is hoped our Museum may be materially enriched by his labors.

The other Alumnus to whom reference was made is Dr. J. T. Scovell, of Central City, Colorado, who has donated 41 zoological and 350 botanical specimens. A large proportion of both classes belong to species not heretofore represented in our museum. Dr. Scovell was reported last year as the donor of 65 geological specimens from Colorado.

We are indebted to Mr. J. B. Harrington, through the offices of Assistant M. W. Harrington, his brother, for a good skin of a large specimen of the American bison,—something which is very rare even in American museums.

A small collection has been purchased of Dr. G. W. Ramage,

consisting of 335 specimens from the Gulf coast of Texas and Louisiana. It consists of 20 geological, 250 zoological, 58 botanical, and 7 archæological specimens.

Considerable additions have also been made through exchanges.

We are also again indebted to the Smithsonian Institution for a donation from its store of duplicates, consisting of 152 species of British shells.

The material belonging to the various collections just mentioned has been investigated, labeled, registered, and placed in the Museum. The VanVechten collection, also, consisting of 1,788 specimens, has been similarly disposed of, as well as the numerous smaller collections and isolated specimens; among which may be mentioned a collection of mastodon bones from the town of Clinton, Lenawee county, Michigan.

The laboratory attached to this department has been frequented by students during the entire scholastic year. A portion of the regular course in zoology is prosecuted here by the direct study of specimens from the Museum, or from sets selected from the duplicates and arranged for examination. Students pursuing select courses, as well as post-graduates, also resort here for the study of specimens and the use of the microscope. With enlarged facilities, this form of study could easily be rendered much more efficient and attractive. It is my desire to place the laboratory on an improved basis, though this, like all other improvements, will require some additional expense.

Mr. Harrington's assistance in this department has been as satisfactory as heretofore. It is a proposition which is self-evident to every person who will take the trouble to inform himself, that the efficiency of the Museum as an educational agency imperatively demands the increase of assistance of this kind rather than its reduction, which it is the effect of recent action of the Board to cause. Consider the magnitude of the Museum, and the vast range of the three great branches of

natural science covered by it and the department which I represent. Contrast, then, the working force provided here with that for very many years deemed necessary in any of the great universities at the East, and it becomes unpleasantly apparent that there is no feature of our institution which compares less creditably than this with the other great institutions of the country. I should regret to appear influenced by ambitious or selfish motives in directing attention again to these facts. I hope I am actuated only by a feeling of loyalty to my department and to the University.

The number of visitors to the Museum registered during the year ending September 1st is 6,658, distributed as follows: September, 464; October, 710; November, 318; December, 500; January, 485; February, 565; March, 782; April, 462; May, 441; June, 829; July, 380; August, 722. The increase over last year is 1,118.

DEPARTMENT OF GEOLOGY, ZOOLOGY, AND BOTANY.

I. GEOLOGY.

All the contemplated alcove cases for the Hall of Palæontology have been completed, and the specimens have been mostly re-arranged according to the ultimate plan. Instead of the contemplated cases for large specimens, I have felt compelled to construct three more cases of drawers for the safe-keeping of duplicates and specimens awaiting investigation. The large storage room in the fourth story of the Museum building has been divided in such manner as to afford a storage room, a draughtsman's room, and a taxidermist's room.

A considerable number of the fossils illustrating Michigan geology have been drawn during the past year at the expense of the geological survey, and the figures are intended to be published in the report of the survey. Such publication,

while the use of the material is a favor to the survey, will greatly enhance the value of the specimens, both for scientific and for educational purposes. The total number of figures drawn is 382.

Additions to the Museum in Geology.

J. B. STEERE (Alumnus). Specimens of sandstone (Woodville) used in building; Lyons, Ionia county. Several specimens of sand-worn pebbles from Patmos island (Fox Is., Lake Michigan).

CHARLES LYONS, Ann Arbor. Quartz crystals containing disseminated mineral fibres, from northern Maine.

ORANGE RISDON, Ann Arbor. Seven specimens of minerals from the Geysers of California. Ore of mercury (cinnabar) from the New Almaden mine, Cal., 2,500 feet beneath the surface. Ore of zinc, from San Jacinto mine, Cal. Ore of copper, from Copperopolis, Cal. Coal from the U. P. R. R., Green River, Rocky Mountains. Rocks and soil from highest point of the Pacific R. R., 8,236 feet high.

DR. G. W. RAMAGE (by purchase). Lithological specimens from Texas and Louisiana. 10 entries, 27 specimens.

J. C. JONES. Samples of rock from the Hoosac tunnel, 650 feet and 1,400 feet below the surface.

W. H. SCHOCK, '70. Limestone with numerous fossils, from near Dixon, Ill.

C. M. OLDFIELD (Law Department). Curiously water-worn limestone from Lake Huron, 12 miles off Port Sanilac, brought up with a fishing-net in 25 fathoms of water.

M. W. HARRINGTON. Specimens of Epsomite, shale with Kalinite (?) and Satin Spar, from the gypsum mines near Grand Rapids, Mich. Four varieties of zinc ore from the zinc works at Lasalle, Ill.; mined at Mineral Point, Wis., and Galena, Ill. Specimens of coal measure fossils from Lasalle, Illinois.

A. NOBLE. Brucite and Nematite in ironstone concretions, from Saugatuck, Mich.

CLAYTON J. LAMB, Dryden, Neb. Right upper incisor of the gigantic extinct beaver (*Castoroides Ohioensis*), from Almont, Lapeer county, Mich. The first specimen recorded from Michigan. Measures 10 inches around the outer curve, and an inch in diameter.

GREGORY & PALMER, Jonesville, Mich. Specimen of creamy gray freestone ("*Napoleon Sandstone*"), from their quarries on Jackson & Fort Wayne Railroad.

ERVIN PALMER, Esq. (Alumnus). Fine specimens of fossil cup-coral (*Zaphrentis*), from drift near Grass Lake, Mich.

C. J. KINTNER, '70. Diseased crinoid developed into a geode, from near falls of the Ohio, Indiana.

C. OLDS, '70. Coal-plant from Pennsylvania.

J. MONTGOMERY (Alumnus). Fibrous gypsum, from Grand River, Paris, Ont.; specimens of *Spirifera mucronata*, Widder, Ont.; small specimen of Travertin.

REV. H. HERZER, Columbus, O. (by exchange). Three boxes of fossils, containing as follows: Corniferous limestone: fish remains, 56 specimens; other fossils, 23 specimens. Waverly series, about 40 specimens. Mountain limestone, about 10 specimens. A large specimen of fossil corniferous wood from the Huron shale, Ohio.

PRES. J. F. TARRANT, Columbus, Miss. (by exchange). One box of cretaceous fossils, 35 specimens.

J. EVEN, Morris, Ill. (by exchange). One box of coal-plants, from concretions in Mazon creek; 22 species, 57 specimens.

BERNHARDT BOHMER, Berlin, Prussia (by purchase). Ninety one specimens of European metamorphic and eruptive rocks.

HON. D. MCINTYRE, Ann Arbor. Specimen of amber from California.

M. BAKER, '70. Rare fossil from corniferous limestone.

CHARLES M. DAY, Bridgeport, Ct. Spathic iron ore from Chalybs, Roxbury, Ct., worked by American Silver Steel Co.; puddled iron from this ore; two specimens of machine steel

from the same, bent cold; tool steel from the same, hammered; high tool steel from same, hammered; high tool steel from same, tempered. Can be used as a diamond.

H. A. MARKHAM, Ann Arbor. Geode of concretionary limonite from the Drift, Ann Arbor.

MR. — VINTON, Chicago. Core of granite from inside of "diamond drill," Norfolk, Ct.

L. O. GODDARD, M. A. Geode from Plymouth, Ill. Diameter, $9\frac{1}{2}$ inches.

DR. E. HAUSE, Tecumseh (for expenses). Remains of *Mastodon giganteus*. Exhumed May, 1870, four miles north of Tecumseh, from a depth of $2\frac{1}{2}$ feet. They consist of part of one tusk (originally 10 feet long and $9\frac{1}{2}$ inches in diameter at base); articular half of right ramus of lower jaw, holding ultimate molar, 8 by $4\frac{1}{2}$ inches on the crown; two other molars (two still remaining with Dr. Hause); parts of femora, tibia, ribs, and vertebræ; astragalus, and various other fragments. Specimens of the deposit in which the above remains were imbedded.

W. OSTRANDER, London, Mich. Bog iron ore from Sec. 28, T. 5 S., 7 E.

MR. — CLARK, Chicago. Samples of sand cemented by native asphaltum, from a large deposit in Leelanaw, Co., Mich.

C. N. FOX, San Francisco, Cal. A fine and peculiar specimen of Travertin, found under water in Owyhee county, Idaho.

UNKNOWN. Specimen of recent grit from Saline, Mich.

II. ZOOLOGY.

In the zoological section of the Museum, in addition to the work on the Steere, Ramage, Scovell, and other collections, as heretofore indicated, there have been selected and arranged for the use of students sets of mammals, insects, and shells, forming series parallel with the set of birds heretofore in use. The ornithological series has been somewhat extended and improved. All the series together embrace about 500 species.

A great deal of labor has been bestowed by Mr. Harrington upon the collection of insects, in collecting, preserving, and identifying specimens. The entire collection of Diurnal Lepidoptera has been through the hands of Mr. S. H. Scudder, a well-known skillful entomologist of the Boston Society of Natural History. The labeling of the Coleoptera is in a fair state of progress.

Mrs. S. E. Becraft spent about a month in completing her engagement for the mounting of the common species of birds, for which purpose Mr. Harrington collected 125 specimens. She has also mounted isolated specimens during the year. The oöther taxidermal work for the year has been done by Messrs. Hobson and Webb of Detroit.

The store of duplicate birds' skins has been overhauled and catalogued, and found to contain 300 specimens,—mostly of common birds. All the zoological specimens continue to demand constant watchfulness, both to keep them from light and dust, and from the depredations of insects.

Additions to the Museum in Zoology.

W. J. HERDMAN. "Horned Toad" (*Phrynosoma cornutum*), from Texas.

J. B. STEERE (Alumnus). Four Turtles—*Cistudo*, *Emys meleagris*, *Chrysemis marginata*, and *Nanemys guttata*, from Ionia county, Michigan. One hundred species of insects, Ionia county. One weasel (*Putorius Noveboracensis*), in summer dress, Ionia county. Sixty-four species (375 specimens) of land and fresh-water shells from Ionia.

G. T. FOX (student). Remora, or Sucking Fish (*Echeneis*), taken from the mouth of a shark on the Georgian Banks, 200 miles off the Massachusetts coast. Sword and eye-cases of the Swordfish (*Xiphias gladius*), from the same locality.

MISS LILY A. WALKER, Detroit. Water-mole (*Scalops aquaticus*), from the vicinity of Detroit.

G. W. RAMAGE, M. D. (by purchase). Sixty-eight entries (250 specimens), from the Gulf coast of Texas.

DEWITT C. CHALLIS, (student). Two specimens of *Unio*, from the St. Lawrence river, New York.

J. B. HARRINGTON (for expenses). Skin of a male specimen of the American bison (*Bos Americanus*), from Colorado. This fine specimen is now mounted.

W. J. WATERS, '70. Four specimens of *Ascaris mystax*, Rudolphi. Head of Sturgeon (*Acipenser lævis*), from Lake Erie. Weight of fish 63 pounds; length, 74 inches.

W. W. STEVENSON. One mole cricket (*Grillotalpa longipennis*, Sc).

SMITHSONIAN INSTITUTION. One hundred and forty-two small species (about 300 specimens) of British shells, (Package "D. 16").

HOYT R. WILDER. Skeleton of barn swallow (*Hirundo horreorum*).

H. G. NORTON, New York (through Bernard Moses, '70). Fine specimen of brain coral (*Meandrina*), from island of Curacoa. Specimen 18 inches in diameter and 7½ inches high.

PROF. A. SAGER, M. D. Specimen of singular work of a leaf-cutting insect from Wyoming Territory.

IRA W. LAMUNYON, Chesaning. Small lot of shells from Shiawassee river at Chesaning, Mich.

J. T. SCOVEL, M. D. (Alumnus), Central City, Colorado. Eight mammals and thirty-three birds from the vicinity of Central City, Colorado. These were almost wholly new to the Museum, and have been mounted.

UNKNOWN. Flying squirrel (*Pteromys volucella*). Mounted.

F. A. BLACKBURN (Alumnus), Adrian, Mich. Several interesting insects.

J. A. MITCHELL, Ann Arbor. One Cooper's Hawk (*Accipiter Cooperi*), Ann Arbor.

C. T. HARRIS, JR., Ann Arbor. One *Polystchates punctatus*, Fabr., from Ann Arbor.

CAPT. B. A. STANNARD, Cleveland, O. (obtained by T. R. Chase, Esq., Alumnus, Cleveland). Six specimens of *Lymnæa*

megasoma, Say, from Drummond's Island and the mainland west of the island. The first discovery of this species in Michigan.

W. H. SCHOCK, '70. One moth (*Attacus Cecropia*.)

IDA BELLE WINCHELL. One Butterfly (*Papilio Thoas*).

A. WINCHELL. Numerous specimens of the Colorado potato beetle (*Doryphora 10-lineata*), from Ann Arbor.

P. H. BUMPUS, '70. Numerous specimens of potato beetle from Minnesota.

PURCHASED. Albino Raccoon (*Procyon lotor*) captured in Washtenaw county. This beautiful and extraordinary specimen is now mounted.

N. H. WINCHELL. Beetle of the family *Buprestidæ*, from Central America.

PROF. H. S. CHEEVER, M. D. Skin of blue heron (*Ardea Herodias*), Ann Arbor.

M. W. HARRINGTON. One hundred and twenty-five specimens of birds from the vicinity of Ann Arbor. Two hundred specimens of insects from Ann Arbor.

III. BOTANY.

The two hundred and fifty species of plants sent by Dr. Scovell from Colorado, a large proportion of which were new to our herbarium, and undetermined, have been investigated, labeled, and arranged.

Additions to the Museum in Botany.

G. W. RAMAGE, M. D. (Alumnus). Seven entries (58 specimens) from Texas and Louisiana.

J. W. JOHNSON, '70. Seeds of the nut pine or pinon (*Pinus edulis*), from Denver City, Colorado.

H. S. JEWETT, M. D., Assistant, Chem. Lab. Specimens of the twelve principal dyewoods from South America, Africa, etc.

J. M. BURRIDGE. Specimen of "*Lignum Vitæ*."

PROF. A. SAGER, M. D. Receptacle and Nuts of *Nelumbium luteum*. Supposed to be from Monroe.

J. T. SCOVELL, M. D. (Alumnus), Central City, Colorado. Two hundred and fifty species (350 specimens) of dried plants, from the vicinity of Central City, Colorado. About 150 species of these were new to our herbarium.

II. DEPARTMENT OF ARCHÆOLOGY AND RELICS.

A desirable addition to this department may be secured by meeting the overtures made by a gentleman of Oswego, N. Y. Dr. Milne, formerly U. S. Consul in Syria, an Alumnus of the University, is in possession of a large collection of ancient coins, some of which date back to Alexander and Ptolemy Philadelphus, which he has consented to deposit in, or donate to, the University, on certain conditions. He offers his services, also, in procuring from the Orient other coins and antiquities, as well as objects of natural history. Being in correspondence with various officials in the East, and having extensive personal acquaintance with that region, I am convinced he would be able to serve the University with acceptance. As this donation and these services have been volunteered through me, I feel it my duty to communicate the facts. Further particulars can be furnished when the Board of Regents think best to take the subject into consideration.

Additions to this Department.

J. B. STEERE (Alumnus). Human remains and ancient pottery dug from Indian mounds in Montcalm county, Mich. Two Indian sap-troughs (*Bish-ko-tay-nau-ge-nun-en*) from Sault Ste. Marie.

G. W. RAMAGE, M. D. (Alumnus). Two entries (7 specimens) of relics.

E. L. MARK (student). Relics from Niagara Falls.

CLAYTON J. LAMB, Dryden, Neb. Ten stone implements, relics of the Indians. Fragments of Indian pottery.

J. J. PARSHALL, Ann Arbor. Flint arrow-head from depth of 6½ feet beneath peat, and within an underlying bed of light clay, sec. 22, Bridgewater, Washtenaw county. [The mastodon

remains referred to in this report were found in peat, only 2½ feet beneath the surface.]

PROF. F. A. BLACKBURN (Alumnus). A piece of the telegraphic cable stretched by the "Confederates" across Mobile Bay.

MESSRS. BLACKBURN, Milan, Mich. Human femur and tibia from an Indian burying-ground on the River Raisin,—the whole skeleton said to have been seven feet long. War-paint (cinnabar?) found in the war-kettle, just beneath the skeleton.

SUMMARY OF ADDITIONS DURING THE YEAR.

	Entries.	Specimens.
Geological.....	325	430
Zoological.....	703	1549
Botanical	272	425
Archæological	24	34
Totals	1324	2438

ALEXANDER WINCHELL,
Professor of Geology, Zoology, and Botany.

“E.”

Report on a Department of Hygiene and Physical Culture in the University of Michigan, by a committee of the University Senate.

At the meeting of the Board of Regents of the University of Michigan, September 22d, 1869, the following resolution was adopted:

Resolved, That the University Senate be requested to examine and report to the Board in regard to the propriety of establishing a gymnasium in connection with the University, as also in regard to the relation which it shall hold to the University Course, if so established; and to collect information and present their views respecting the entire subject of introducing gymnastic exercises as a part of a course of education.

The following report, prepared by a committee of the University Senate, in response to this request, is published by authority of the Board of Regents:

A vast expansion of the scope of our American college-system is the characteristic educational fact of the last fifteen years. One very important direction in which this recent enlargement has shown itself, is towards systematic physical culture, as a regular part of the work of a college course. This latter movement was, indeed, to have been expected. It would have been more than strange, if, while our colleges were providing greater facilities for the study of the sciences, of modern languages and literatures, of history, of the fine arts, they had done nothing for the instruction of students in hygiene and gymnastics. For it is impossible to advance very far in the construction of a scheme of education without confronting the fair claim of the body for orderly scientific culture along with the culture of the mind. The mere statement of the great object of education as being the systematic development of manhood and womanhood, really settles the question; for there is no other spectacle of a want of sym-

metry in the development of a human being so glaring and so painful as that of a cultivated mind inhabiting a neglected, feeble, and incompetent body. And the declaration just made is confirmed by the fact that the principal modern writers on education—Roger Ascham, Bacon, Cowley, Milton, Locke, Rousseau, Dr. Arnold, Horace Mann, and Herbert Spencer—have insisted upon the equal rights and the equal needs of the body and the mind, with reference to systematic training. Yet, in America fifteen years ago, no contrast could have been greater than that which was presented between theory and practice upon the subject. All our educational authorities sanctioned physical culture; and all our educational institutions neglected it.

Within the brief period which has been mentioned, however, in consequence of a general awakening of American colleges to a new and larger life, and especially in consequence of a ripening of public opinion upon the necessity of attending to the education of the body, in several of the leading colleges a department of physical culture has been established. Already gymnasiums have been erected at the following colleges: Bowdoin, Dartmouth, Harvard, Amherst, Williams, Yale, and Princeton. Some of these gymnasiums, particularly those at Dartmouth, Williams, and Princeton, are large, imposing, and costly edifices. At all these colleges, with the exception of Princeton, the experiment of physical culture has been tried for a number of years. Ample time has elapsed for the results of this experiment to appear. What these results are, your committee have sought to ascertain by corresponding with the proper persons.

At four of the colleges just named, the experiment seems to have been made with peculiar thoroughness; and for the sake of simplifying the present report, the results obtained at these four colleges will be particularly referred to. These colleges are Yale, Dartmouth, Williams, and Amherst.

It appeared to your committee that the experience of these

colleges was to be sought as to the effects of a Department of Physical Culture in three particulars :

1. Upon the physical condition of the students.
2. Upon the scholarship of the students.
3. Upon the morals and general behavior of the students.

Our informants are Mr. F. G. Welch, Instructor in Gymnastics at Yale, whom we have consulted chiefly as to methods rather than results, Professor A. M. Wheeler of Yale, President Smith of Dartmouth, President Hopkins of Williams, and Professor Edward Hitchcock of Amherst. Professor Hitchcock, also, very kindly sent to us a pamphlet entitled "Physical Culture in Amherst College, by Nathan Allen, M. D.," one of the trustees of the college. From this pamphlet we have obtained most valuable information, a part of which will be given in this report. Before proceeding to quote the testimony which we have received from these gentlemen, it may be well to say that the Yale and Amherst gymnasiums have been in use eight years, and those of Williams and Dartmouth about half that time ; that at Williams and Yale the attendance at the gymnasium has been voluntary, and consequently has been but partial ; while at Dartmouth and Amherst, physical education has been recognized as of equal importance with intellectual education, and has been put upon the same basis with it ; and that, consequently, at these two colleges the influence of the gymnastic department, being felt by all the students, has been more fruitful of results.

1. Effects of the department of physical culture upon the bodily condition of the students.

Under this head the committee made three inquiries : First, whether any serious accidents had occurred in the gymnasium ; second, whether there had been any cases of injury from over-practice ; third, whether any improvement had taken place in the physical development and in the general health of the students.

To these inquiries we have received the following replies:

YALE. Mr. Welch says: "No serious accidents have ever happened here. In all my experience I have not known a dozen falls that amounted to anything. Undoubtedly there are some who are injured more or less permanently by over-practice. Sometimes the results are manifest during the time of practice; at others, later in life. In my experience I have known of but two instances. One, a delicate young man, who seldom frequented the gymnasium, came in one day and attempted a most difficult feat, rupturing a blood-vessel. His accident was not of a serious nature. Another was myself, at a time when I taught and studied too much."

DARTMOUTH. President Smith says: "Very few serious accidents, and none fatal. Fewer, I think, than in many of the out-door sports. But few cases of injury from over-practice. When classes enter, they sometimes spend too much time in the gymnasium, particularly at the bowling alleys, but the matter soon regulates itself. As to the effects of gymnastic practice on the physical development and health of the students, I give below the testimony of Prof. A. B. Crosby, now lecturing at Ann Arbor, as published in our catalogues. 'Since the opening of the gymnasium, I have taken occasion to witness frequently the exercises, and the results have more than equaled my expectations. There has been no case of severe illness in the College during that time, and there have been fewer instances of slight indisposition than I have ever known in the same length of time before. Dyspepsia, debility, and similar affections incident to a sedentary life, and which have hitherto been frequent in the change of seasons from winter to spring, have, during the present season, been unknown. There has been a manifest improvement in the general physical tone of the College, and the increased muscular power and agility of the young men have forced themselves on the attention even of unpracticed eyes. I am

fully satisfied that these exercises have greatly subverted the general health of the students.’”

WILLIAMS. President Mark Hopkins says: “We have had no serious accidents. I am aware of no serious injury from over-exertion. I have no statistics, and can only say that I think well of the department of physical training, if the right man can be in charge of it.”

AMHERST. The testimony from Amherst College, both on this point and on every other connected with the practice of physical culture, is very full. Prof. Hitchcock says: “We have had but two serious accidents: one that kept a student from study three months, and one that compelled a young man to drop behind one year. No cases of injury from over-practice. As to the effects of gymnastics on the physical development and health of the students, see Dr. Allen’s pamphlet.” Accordingly we turn to the pamphlet alluded to, and we find a careful and deeply interesting sketch, by a physician, of the history of the department of physical culture in the College. Upon the points now under consideration, Dr. Allen —p. 18-19— says:

“When the subject was first agitated in respect to introducing into college gymnastic exercises, there were various prejudices and objections to such a course. One of the original objections to the establishment of a gymnasium (and it still exists to some extent) is the danger of some serious harm or injury befalling those engaged in such exercises. But such accidents very seldom occur in the regular practice of gymnastics. It should be remembered that the more one exercises in this way, the better command of his limbs and body he obtains, and therefore is less likely to meet with injuries. During the eight years since the establishment of this department there have been quite a number of bruises and sprains, one broken limb, and one dislocated joint, but no really serious or permanent injury. Considering the great number and variety of exercises, and the extraordinary exposures in the performance of

daring feats, that over six hundred students have taken a part in these exercises, and most of them for a time entirely inexperienced, the accidents have certainly been very few in number, and slight in character. And those that have taken place occurred generally out of the regular exercises, for the want of care, or on account of some physical weakness of the individual injured. It is stated on good authority that the accidents arising from ball-playing (practiced only a few weeks each year) are four times larger than those from gymnastics."

With regard to the effect of gymnastics upon the physical development and health of the students, Dr. Allen—pp. 22-26—says:

"When the erection of a gymnasium was first agitated, and even for some time after gymnastics were introduced, it was said by some persons that the whole thing was an experiment; that after the novelty was over the interest would soon subside, and the enterprise would prove a failure. It is now eight years since this department was established. Eight different classes, numbering in all over six hundred students, have taken part in its exercises, and four classes have enjoyed its benefits throughout their whole collegiate course. What, then, has been the effect of these upon the health of the students, as well as upon the sanitary condition of the institution? This may be exhibited in a variety of ways:

"1st. There has been a decided improvement in the very countenances and general physique of students. Instead of the pale, sickly, and sallow complexion once very commonly seen, with an occasional lean, careworn, and haggard look, we now witness, very generally, fresh, ruddy, and healthy countenances, indicative of a higher degree of vitality; and that the vital currents, enriched by nutrition and oxygen, have a free and equal circulation throughout the whole system. This change is so marked as to attract the attention of the casual observer, and has been commented upon by those formerly attending commencements, or other public occasions here, as exhibiting

striking difference between the personal appearance of students at those times and that at the present day.

"2d. In the use of the limbs and the body, in the physical movements and conduct of students generally, there has been, we think, decided improvement. Once, the awkwardness of manner and the ungraceful bearing of scholars were matters of common remark, and such characteristics not unfrequently followed them through life. This resulted not so much from the want of early training and instruction on this subject, as from the formation of bad habits in study, and the long-continued neglect of proper exercise. It was frequently exhibited in stiffness of the joints, a clumsy use of the limbs, in round shoulders and a stooping posture, and sometimes by a countenance set, stern, and almost devoid of expression. Now gymnastics, when properly practiced, are calculated to produce in this respect, a surprising effect upon the use of all parts of the body, as well as upon its development. They give not only agility and strength to all the muscles, but a quick and ready control of them, thereby begetting an easy and graceful carriage of the person. * * * * *

"4th. We come now to consider what has been the effect more directly upon the health of the students, and the sanitary condition of the institution. It is needless to state how many students formerly impaired or broke down their constitutions for want of sufficient exercise, or from irregular or excessive hours of study, or from some improper habits, or for want of suitable attention to diet, sleep, or some other physical law. Perhaps the effects of violated law were not always visible at the time, and did not apparently impede the college course, but the seeds *were here sown* which afterward brought on disease and premature death, or crippled the energies and limited the usefulness through after life. This may still happen: but with such exercise and instruction as can now be obtained it is not near so likely to occur. Besides, where the vitality of the system is kept up, by regular muscular exercise,

to an even, healthy state, it is one of the strongest safeguards against disease; and then when any organ or portion of the body is affected, nature is more powerful to throw off the attack. In a community thus trained and instructed, the more common complaints, such as colds, headaches, sore throats, feverish attacks, will seldom occur, and the diseases to which scholars are peculiarly liable, such as dyspepsia, neuralgia, and consumption, stand a far less chance of finding victims. Any skillful and experienced physician will testify at once, that such a community is possessed of a wonderful power to prevent as well as throw off disease. The common proverbs, '*A stitch in time saves nine,*' and '*An ounce of prevention is worth a pound of cure,*' are not more truthful than the statement here made of the remarkable exemption from disease of a community trained and educated as above described.

"5th. A comparison of the present health of students with what it was ten or fifteen years ago, shows a surprising improvement. It is rare now for any student to break down suddenly in his health, or to be compelled to leave college on this account. In 1855-6-7 and 8, such cases were common, as may be seen by referring to the statements of President Stearns; and the truth of the statements is moreover confirmed by others personally conversant here for twenty or thirty years. As no record was formerly kept of the amount of sickness from year to year, or of the number of students leaving college on account of illness, no exact comparison on these points in figures can be instituted. But the experience and observation of those who have been on the ground a long time, must bear decided testimony to a greatly improved state of health among the students over that of former times; and as for those who once were members of the institution, and return here on public occasions, they cannot fail to see a great improvement in this respect.

"6th. But the evidence of improved health does not rest wholly upon individual opinions or upon loose comparisons.

Since 1861, a register has been carefully kept of the kind and amount of sickness in college, an analysis of which presents some striking facts. No student is placed upon the sick list, unless he is detained two consecutive days from the usual exercises of the institution. The number of students reported sick ranges in the course of the year from twenty-five to sixty, showing a far greater amount of sickness in some years than others, which depends very much on the fact whether some epidemic prevailed, or whether the year as a whole, either on account of the weather or from some other cause, was not generally unhealthy. If allowance is made for this extra sickness in two of the years out of the eight, the register shows that the actual amount of sickness in college has diminished in these eight years more than *one-third*,—that is, in the year just closed, there was only *two-thirds* as much sickness as in 1861, the year when gymnastics were introduced.

“Again, the average number of students sick each year of these eight was thirty-eight, and the average number present in college was two hundred and twenty-four, showing that there were one hundred and eighty-six students on an average each year who did not experience two days’ sickness at any one time. The register reports forty-one different diseases or complaints to account for this sickness, and a careful inspection of the list shows a remarkable exemption from what are considered generally the more violent and dangerous diseases.”

2. After seeking information as to the effects of gymnastics upon the physical condition of the students, your committee inquired concerning the effects of gymnastics upon scholarship. The question had been raised among ourselves whether the gymnasium might not prove a distraction from study, and especially whether some young men might not become so proud of their success as athletes as to disregard the pursuits of the mind. Accordingly, into the list of questions sent to the different colleges, your committee introduced this: “Are the great gymnasts apt to be satisfied with that eminence, to

the neglect of study?" The following replies have been received:

YALE. Prof. Arthur M. Wheeler, of the chair of history, in a letter dated Dec. 20, 1869, says: "Our gymnasium is much frequented by the students, and the general opinion here is (shared alike by the older and younger officers) that the students are more healthy and vigorous in consequence of it, and that in this way it contributes toward higher scholarship. Of course it would be difficult to say to what extent it does this; but we all feel sure that we are much better off for it, physically, mentally, and morally. There is no *tendency* among us to cultivate muscle at the expense of brains, yet now and then a case of that kind occurs. Nearly all the men who do this, however, are boating men,—and the evil, so far as it exists, is to be attributed to the boating fever,—and boating, as you know, is not an outgrowth of the gymnasium, for it existed before we had a gymnasium."

DARTMOUTH. Pres. Smith says: "The effect on scholarship has been good, in that health and physical vigor have been promoted. We have had no trouble of the kind you speak of, to any extent worth mentioning."

WILLIAMS. President Hopkins includes his answer to this question in the general answer given to the preceding one, which answer is favorable.

AMHERST. Professor Hitchcock says: "Effects on scholarship good generally. Since the first two years, have known of no neglect to study by any student or set of students." Upon the same subject Dr. Allen (p. 29) says: "There is still another very important consideration, viz: Has the standard of scholarship in college been raised by means of gymnastics? As the system of marking, or mode of exhibiting this standard was changed a few years since, an exact comparison in figures cannot here be instituted; but it is the decided opinion of the Registrar (the college officer who has charge of these statistics) that there 'has been an elevation of rank within

the past few years.' It may be that some individuals in a class formerly reached as high scholarship as any now do; but the *aggregate* scholarship of a whole class, we are confident, is higher now than it once was, and, to say the least, is much easier obtained, with fewer hours of study, and less loss of health and life."

3. The third general question proposed by your committee had reference to the effects of gymnastic training upon the morals and manners of the students. To this question the replies from Yale and Williams are in general terms that the effects are good.

DARTMOUTH. President Smith says: "The effects on morals are good, in that the *sane body* is conducive to entire *sanity of soul*. A vent is opened also for superfluous animal spirits, which sometimes pass with young men into a 'superfluity of naughtiness.'"

AMHERST. Prof. Hitchcock says: "Less rough and rowdy students. Do not make so much noise on the street or by night, as I encourage noise and considerable rough play during the regular exercises."

In 1862, Prof. Hitchcock, in his first report to the trustees, made this remark: "During a portion of the exercises, I urge upon the captains the necessity of introducing playful exercises, such as running in grotesque attitudes, singing college songs, etc. Sometimes this may seem boisterous and undignified, but it seems desirable to me that a portion of the animal spirits should be worked off inside the stone walls of the gymnasium, under the eye of a college officer, rather than out of doors, rendering night hideous; and in no instance has the captain found the slightest difficulty in bringing his men into line at the word of command."

Dr. Allen (pp. 17-18) quotes upon this subject the testimony of the "Congregational Journal," of Concord, N. H., for October 23, 1862, a correspondent of which paper writes from Amherst College as follows:

"The gymnastic exercises greatly promote the good order and morals of the students. Their animal spirits work off by the correct movements of the gymnasium. They are indisposed to the unmanly and often mischievous doings of students too frequent in our colleges. A citizen of the town assures me that the amount of injury done to the college and other buildings in the village is almost nothing since the opening of the gymnasium, compared with what it was before. No less advantageous, probably, is the gymnasium to the *mental* progress of the students. They come from the gymnastic exercises to their studies with healthful bodies, clear minds, and cheerful spirits. The 'blues,' those most formidable enemies of successful study, assail them not. All is bright and promising, all hopeful. Time will undoubtedly show that no one adjunct, no one department of college, will conduce more to the noble object for which the institution was founded, than the gymnasium."

Later in his pamphlet (pp. 31-33) Dr. Allen refers again to this subject as follows:

"There is another advantage from these exercises worthy of notice; that is, in preventing vicious and irregular habits. While no system of gymnastics alone can be expected to break up settled habits of dissipation, such as intemperance, licentiousness, and the excessive use of tobacco or any other stimulant, still, combined with other good influences, they have a direct tendency to forestall or arrest such practices by giving a safe vent to the animal spirits, by regularity of physical exercise, by improving the general health, and producing a more normal condition of the brain. But there is a vice (nameless here) more terrible in its effects, both physical and mental, upon the student, than either of the above, and over which gymnastic exercises have great influence. In fact, it is the testimony of the highest medical authorities, that regular and tolerably severe gymnastic exercise is not only the most effective means of preventing or checking this vice, but is

really the best curative agent. And it is a gratifying fact that we can add the testimony of the Professor of this department, that gymnastics have been working to a like result in this institution.

“It is found that a *regular system of gymnastics* operates in a variety of ways as a powerful auxiliary of discipline; that it answers as a kind of safety-valve to let off in an indirect way that excess of animal spirits which is characteristic of some young men, and which not unfrequently leads them into trouble or conflict with authority. Again it serves with others as a kind of regulator to the system, exercising certain parts of it to such an extent as to produce weariness and fatigue, so that the individual seeks repose; and with another class it tends to remove any unnatural or innate weakness of the frame, and by such improvements serves to equalize and regulate all the forces of nature. Thus such a system of gymnastics sets up a *standard of law for self-government*; for it is based upon those great laws of *life and health* which are a part of the will and government of God in this world, as much as the ten commandments. No by-laws or code of ethics established by any human teacher or institution can compare in authority or final appeal to those *great natural, primeval laws* engraved upon our constitutions by the Creator. It will be seen at once *what a power* the instructor has over the conscience and reason of a student thus trained. Said President Felton to the writer, shortly before his decease, referring to the gymnastics at Amherst which he had just witnessed: ‘Such a system of physical exercises thoroughly understood and applied by the members of Harvard University, would aid me in the matter of discipline in the institution more than anything else.’ We are here authorized to state, that the Faculty of Amherst College have found great assistance in government from this source;—that since the introduction of this department, the cases requiring discipline have been far less numerous, and more easily managed, than formerly.”

Thus upon the three great questions which can be raised respecting a department of Physical Culture in the University, namely, as to the effects of such a department upon the bodily condition, upon the scholarship, and upon the manners and morals of the students, your committee have submitted—not abstract theories of their own, but the authentic *results of actual experience*, obtained in the four celebrated American colleges which have tried the experiment of physical culture the longest and most thoroughly. These results are communicated to us in the form of testimony from two college Presidents, from two college Professors, from one college Trustee who is also a physician, and from one practical instructor in gymnastics, who is very noted in his calling and of whom President Smith has written to us in the highest praise.

This testimony cannot fail to be regarded as decisive.

Your committee are of the opinion that in the light of such testimony, this University may proceed to the establishment of a department of Physical Culture not as if it were venturing upon an untried and a dubious experiment, but unhesitatingly, boldly, with entire confidence in the complete success of the measure, if it be but carried out with reasonable care in its details. Moreover your committee are of the opinion that in view of the great benefits which other colleges have actually found to proceed from such a department, and in view of the great needs of our own students with respect to physical culture and healthful, regulated exercise, when the funds of the University shall permit, vigorous action should be taken upon this subject—providing for the students a department of Physical Culture, with a building, with an instructor, and with all the necessary appliances, commensurate with the greatness of the institution, with the wants of the students, and with the demands of enlightened public opinion. It has not been usual for the University of Michigan to be either timid or laggard in moving towards improved and generous educational

methods. Its true place is in the van of the great army of educators. At last, however, there is great danger of its violating its own instincts and traditions. On this immense, anxious, and most urgent business of providing, in a scientific and efficient manner, for the physical education of its students, and through that for their highest intellectual and moral development, the University has dropped from its honored place in the front; unless speedy action be taken, it will lose even a middle position,—it will drag hopelessly and unworthily in the rear.

Should it be decided, then, to establish a department of Physical Culture in the University, a number of very important questions at once arise for determination, with reference—

1. To a gymnastic building;
2. To the qualifications and duties of the Professor at the head of the new department;
3. To the relation which the department shall hold to the various University courses already established, both professional and collegiate.

Your committee are very clearly of opinion that with reference to each of these questions, mistakes are not only possible, but are extremely liable to be made—mistakes, too, which would be absolutely fatal to the utility and success of the department.

Some of the colleges which have established gymnasiums have made such mistakes upon these points as have rendered their gymnasiums nearly useless, thus bringing distrust and reproach upon the whole cause. These mistakes can be avoided by us,—by our being on our guard against them, by our remembering that the opinions of experts alone are of much worth upon this subject in matters of detail, and by studying still more minutely the methods pursued in the colleges which have made this department a success.

We would particularly recommend further study of this department in Amherst College. That noble institution

undoubtedly leads not only America, but the world, in the successful solution of the problem of uniting physical and mental culture. We may safely take it as almost a perfect model in the arrangement of a department of Physical Culture. Should the Regents find themselves enabled to establish such a department here, we would suggest to them, that before finally deciding as to the dimensions and the interior arrangements of the gymnasium, upon the choice of an instructor, and upon the relations of gymnastic instruction to the other courses, it would be prudent to send a suitable person to at least six of the colleges which have been named,—Princeton, Williams, Yale, Amherst, Harvard and Dartmouth,—authorized to find out upon the spot, by actual observation, and by conversation with officials of experience there, all that can be ascertained with reference to the mistakes to be avoided and the right conclusions to be reached.

Your committee have already obtained nearly all the information that could be got by correspondence, and they are able to submit, if it were desirable, a great many facts and opinions upon the several particulars now referred to. As to some of these particulars, however, they feel the need of more information than they have been able to obtain by letters, before coming to an absolute conclusion.

For example, if it be decided to have a gymnasium, the very first question which arises is as to its dimensions. Here at the outset is a serious danger. At some of the colleges it is found that the gymnasiums are too small, or that they are unfortunately proportioned. One great practical authority says that whatever may be the length of the building, it must by all means be as broad as it is long. Yet at Yale, the gymnasium is 120 x 50; at Amherst 70 x 40; at Dartmouth 90 x 45; at Princeton 81 x 55; at Bowdoin 75 x 30. Now, we need upon this single point alone, to have some one enquire upon the spot the results of experience as to these dimensions. None of these buildings are square. Is this fact found to be

an inconvenience? It would be a pity to ascertain, after our building was up, that its utility to us would be impaired by a mistake that might have been so easily avoided, as to its size and proportions. Professor Hitchcock writes to us that he cannot introduce a very important and attractive method of exercise, *for want of room*. How unfortunate that that want was not foreseen. Dr. Peabody of Harvard writes to us: "If we were to build anew we should make the gymnasium at least twenty-five per cent larger, and of two stories," instead of one. When *we* build, we want to build as it should be the first time, without having to tear down and build anew. Too often gymnasiums are built without consulting gymnasts; they are built apparently on *a-priori* principles. Such a course is as foolish as it would be to build a chemical laboratory without consulting a chemist, or an astronomical observatory without getting any advice from an astronomer. This, then, is but a specimen of the practical questions which present themselves the moment we set about carrying into effect the resolution to establish a department of Physical Culture; and your committee would repeat their statement, that in order to settle these questions wisely, more information must be obtained than can be procured through the channel of letters. Yet, as the Regents have expressed a wish for such recommendations as we could make upon these questions, we will give concisely the conclusions which we have drawn from our present knowledge upon the whole subject, conscious that these conclusions may require some modification under the pressure of further knowledge that may yet be obtained.

1. We recommend the establishment in this University, at such time as circumstances may permit, a department of Hygiene and Physical Culture, believing, as we do upon ample evidence, that the establishment of such a department would be attended with no such difficulties or risks as may not be overcome by cautious and intelligent foresight, and that if

successful it would result in incalculable good to all our students, and to an increase of the good reputation of the University.

2. In dealing with the next topic, that of the gymnasium building, the committee have had peculiar difficulty. The discrepancy between the sort of building we ought to have and the sort of building we may be able to have, is so wide as to make it nearly impossible to determine what to recommend. Formerly it was thought that any room, however cheap, dark, cheerless, and inconvenient, if only large enough to admit a few ropes and pulleys and bits of timber, was suitable for a gymnasium. But the opinions of enlightened educators upon this subject are now changed. At the principal colleges the gymnasiums are made as spacious, attractive, and convenient as possible.

The following description of the new gymnasium at Princeton, written by Professor Schank, and politely communicated to us by President McCosh, may give some idea of the sort of building which liberal men have provided at that ancient seat of learning: "It is a two-story stone building, the main body of which is 81x55 feet, flanked by two octagonal towers, each about twenty feet in diameter,—the entire measure, including these, being 92x60 feet. On the first floor, besides both rooms, etc., there are bowling alleys. The second story, which is open to the roof and high, accommodates the ordinary gymnastic fixtures, with a gallery for spectators over the ball rooms. The towers are pointed spires above the roof, and terminate on rods with balls and vanes. The cost when completed and equipped will be about \$35,000."

The gymnasium at Yale cost \$14,000 before the war, exclusive of the apparatus; and at present prices Mr. Welch thinks it would cost \$30,000.

President Smith informs us that the Dartmouth gymnasium cost \$22,800, with about \$1,500 for apparatus—total cost \$24,300.

We did not learn the cost of the Williams gymnasium, but it could not have been less than \$30,000. It is the most beautiful building in Williamstown.

The gymnasium at Amherst cost \$8,000 in 1859, with an additional cost of \$2,000 for apparatus.

The committee began with the attempt to ascertain what could be done for \$5,000, the sum named in the resolution of the Regents in March, 1869; but we soon found that no building of the size required could be put up for any such amount, unless it should be one that would be an eye-sore and an offense to all beholders. A great ungainly shed would not answer the purposes of the department of Physical Culture; and even if it would, the committee would hesitate long before taking the responsibility of recommending any further desecration of our noble University grounds by architectural monstrosities.

What is really needed by the University to meet the present demands of scientific physical culture, is a building either of brick or of stone (the latter being preferable), of dimensions hereafter to be determined, to consist of two stories and a large, well-lighted cellar; the cellar serving as a store room, as a place for heating apparatus, and ultimately, when means should permit, for ample bath-rooms; the first story to be used for bowling alleys, superintendent's and janitor's rooms, dressing rooms and offices; while the second story would contain a large hall of exercise in both heavy and light gymnastics, as well as smaller rooms for sparring, fencing, etc., a room for simple refreshments, like tea and coffee, and a suite of rooms supplied with a piano, and with newspapers, to be used by all the students as the University parlors and reading-rooms, and to be kept open every day in the year, from sunrise until ten o'clock at night. Such an edifice, especially in the absence of the dormitory system, would be a most beneficent one to all our students. It would be the University home. Besides furnishing the students with a means of bodily health and

development, it would be a boon to them socially; and by its joyous and hospitable privileges open to them, even when all the other University buildings are closed, it would both afford an unspeakable enjoyment to hundreds of young men, and would save many from temptations now fatal both to health and character. Such a building, properly furnished, at the present rate of materials, would require not less than \$25,000.

3. We recommend the appointment of a Professor of Hygiene and Physical Culture, to have the full salary of a professor in the collegiate department; and as to his qualifications and duties we would adopt the admirable description given by President Stearns in his annual report to the trustees of Amherst College for the year 1860:

“What we need is a professorship extending over the entire department of physical education. 1st—The officer should be a skillful gymnast, capable of conducting his classes, by example as well as precept, through all the exercises which the best training would require them to perform. 2d—He should have a good medical education, with sufficient knowledge of disease, if not to manage severe cases, yet to know whether a student is sick or well, obeying the laws of health or breaking them, and, as a wise friend, to caution him, advise him, and put him on the track towards physical vigor. 3d—That he should have such knowledge of elocution as would enable him to teach those movements of the body, lungs, and vocal organs which are essential to graceful and effective oratory. Elocution is properly a branch of gymnastics, and the highest degree of health, to say nothing of good manners and good speaking, can hardly be secured without it, or a substitute for it. This officer, while having charge of gymnastics, would naturally teach the laws of health and the physical part of oratory; and as he would be much with the students, and would be likely to have great influence over them, he ought to be a man of cultivated tastes and manners—a man of honorable sentiments and correct principles.

having high aims and a Christian spirit. Such a man, with such a work as I have now marked out successfully pursued, would be an incalculable advantage to the college and to mankind."

4. In order to avoid over-crowding of the building, and inconvenience to the students, we recommend that during the Law and Medical terms, the several parts of the day and evening, to be hereafter determined, be divided among the students of the three departments, and that for at least one hour each day, the building be also appropriated to the use of the University Faculties; that attendance at the gymnasium be entirely optional with all the students; only that the students in the collegiate department be called upon, at the beginning of each year, to determine whether they will attend the gymnasium, and that those who decide to do so shall be required to exercise in light gymnastics with their respective classes for at least one-half hour each day, for four days in the week; all work in heavy gymnastics and in the bowling alleys to be taken by them according to regulations hereafter to be determined.

5. We recommend that in order to meet the current expenses of the department of Physical Culture, a small fee (say \$2 per semester, and \$3 per professional term) be charged to each student who avails himself of the privileges of the department; it being understood that so soon as, either by private munificence or by State endowment, the expenses of the department shall be otherwise provided for, its privileges shall be extended to all without any charge whatever.

In conclusion, the committee would remark that the foregoing plan for a department of Physical Culture involves an expenditure which is probably quite beyond the present resources of the University; and that without some special gift of money for the purpose, either by the Legislature or by private individuals, the University will be unable to confer upon its students certain very important advantages in the pro-

cess of a complete education. We would call particular attention to the fact that the beautiful and spacious gymnasiums at Princeton, Williams, and Dartmouth were built by private generosity. Is there no rich man in Michigan, or even in the United States (for our students represent all the States), who would be willing, by a timely benefaction, to connect his name forever with the destinies of this great University, and to bestow an incalculable boon upon all the multitudes of students who are to resort here for the pursuit of knowledge?

MOSES COIT TYLER,

Chairman.

EDWARD OLNEY,

C. L. FORD, M. D.,

THOMAS M. COOLEY.

NORMAL SCHOOL.

REPORT OF PRINCIPAL.

To the Board of Education of State of Michigan :

The following is the report for the year 1870. The statistics of attendance are for the

Winter Term, 1869-70.

In the class—

Preparatory	112
First year	60
Second year	67
Junior	13
Senior	17
Unclassified	8
	—277

Summer Term, 1870.

Preparatory	77
First year	107
Second year	31
Junior	10
Senior	17
In special studies	6
	—248

Winter Term, 1870-71.

Preparatory	88
First year	101
Second year	44
Junior	19
Senior	6
Resident graduates	3
	—261

GLASS GRADUATING THURSDAY, JUNE 30, 1870.

Mrs. A. C. Brewer	Armada.
Miss Mary E. Bodine	Vermontville.
Miss Aggie Dole	Ypsilanti.
Miss Emma E. Ferris	Ypsilanti.
Mrs. S. A. Gambie	Adrain.
Miss Hattie W. McNeer	Huntsville.
Miss Minnie B. Rorison	Ypsilanti.
Miss Rhoda E. Saville	Ruby.
Miss Mattie A. Tupper	Toronto, Ont.
Mr. Francis W. Bacon	Ypsilanti.
Mr. Frank M. Banter	Coldwater.
Mr. D. E. Haskins	Hudson.
Mr. L. Cass Miller	Tecumseh.
Mr. W. S. Swan	Owosso.
Mr. Thomas F. Shields	Unadilla.
Mr. Wallace E. Tracy	Monroe.
Edwin C. Thompson	Brooklyn.

There were no pupils receiving the training certificate at close of Spring Term. The system of giving such certificates has been changed, and examinations are held at the close of each year, and a certificate of having passed the studies of said year is now given instead.

At the close of the Summer Term of 1870 such certificates were given for first year studies to 23 pupils, and for second year studies to seven pupils.

The number of pupils acting and trained as teachers in the experimental school was:

In the Spring Term	30
In the Summer Term	32
In the Fall Term	28

In the Experimental School, the number of pupils was as follows :

	Spring of 1870.	Summer.	Fall.
First Primary.....	0	3	3
Second Primary.....	7	9	3
Third Primary.....	12	7	0
First Intermediate.....	0	0	0
Second Intermediate.....	9	14	0
Third Intermediate.....	0	28	15
First Grammar.....	26	10	21
Second Grammar.....	23	27	9
Third Grammar.....	84	9	16
High School, junior.....	5	29	11
senior.....	11	6	26
	126	133	104

Statistical Table of Attendance.

Year.	No. of Term.	NORMAL SCHOOL.					EXPERIMENTAL SCHOOL.					Total Aggregate of Year.	Separate Pupils in both Departments.
		Ladies.	Gentlemen.	Total of Term.	Aggregate of Year.	Separate Pupils.	Boys.	Girls.	Total of Year.	Aggregate of Year.	Separate Pupils.		
1870	35	145	103	268	—	—	69	64	133	—	—	—	—
1870	36	158	103	261	509	419	52	52	104	237	187	746	606

Since appointments have been made by members of the Legislature, a wider State interest has been taken in the Normal School. It will be for the school and for the State, a great benefit, when every member of the Legislature will find some worthy persons to keep their appointments full; for then every county will receive the benefit of the school. A *mileage* provision ought to be made for such appointees, as is the case in New York and elsewhere, thus, so far as expense is concerned, bringing, as it were, the Normal School in equal nearness to each. The form of the appointment is as follows :

DATE,, 18...

I hereby appoint, to fill the next vacancy in the Michigan State Normal School, among pupils from this district.

.....
Representative *District*, *County*.

Such appointment is good for one year, and the entrance fee is remitted to each pupil presenting such certificate.

Since the last report, seventy-two pupils have presented appointments from Representatives of the district whence they came; whose names, and by whom appointed, are given in the following list:

Summer Term, 1870.

NAMES.	BY WHOM APPOINTED.
E. T. Gibney.....	Hon. Jas. Kingsley, 2d Washtenaw.
Ida Rother.....	" Joseph Weir, 1st Monroe.
C. C. Copley.....	" James Ashley, 2d Cass.
Jas. B. Muir.....	" V. A. Dusseau, 3d Monroe.
Emily Goodrich.....	" Levi Goodrich, 3d Jackson.
William Geldhart.....	" Orman Clark, 4th Washtenaw.
Alzina Eldred.....	" Enos T. Lovell, 1st Kalamazoo.
Bernard B. Smith.....	" Henry H. Holt, Muskegon.
Wm. McNamara.....	" Jas. R. Lee, 1st Livingston.
Sam'l B. Laird.....	" Orris Clark, 4th Washtenaw.
E. F. Anderson.....	" E. W. Plympton, 2d Berrien.
Jerome T. Clark....	" John Wagner, 3d Calhoun.
Edward Green.....	" V. A. Dusseau, 3d Monroe.
W. F. Tracy.....	" Joseph Wier, 1st Monroe.
Sarah Barnes.....	" H. T. Barnaby, Gratiot.
Lydia Weeks.....	" R. B. Smith, 1st Ionia.
George Barnes.....	" H. T. Barnaby, Gratiot.
D. E. Haskins.....	" J. M. Osborn, 3d Hillsdale.
Lida Hulse.....	" W. H. Hurlbut, 2d Van Buren.
S. S. Whitney.....	" F. G. Kendrick, 2d Macomb.
Mary Thomas.....	" Uzziel Putnam, 1st Cass.
George Smith.....	" Enos T. Lovell, 1st Kalamazoo.
Sophia M. Funk.....	" James Ashley, 2d Cass.
Emma Barton.....	" Geo. P. Sanford, 1st Ingham.
Wm. L. Swan.....	" J. N. Ingersoll, 1st Shiawassee.
Ellen Keeler.....	" Levi Goodrich, 3d Jackson.

NAME.	BY WHOM APPOINTED.
A. L. Spencer.....	Hon. A. S. Stannard, 2d Ionia.
J. M. Earle.....	" A. S. Stannard, 2d Ionia.
F. M. Banta.....	" I. D. Beall, 3d Branch.
Mary Allen.....	" A. B. Riford, 1st Berrien.
Elizabeth Stumph.....	" A. B. Riford, 1st Berrien.
Ezra Phelps.....	" C. N. Jewell, 1st Livingston.
M. B. Bartholomew.....	" E. M. Plympton, 2d Berrien.
A. S. Cowan.....	" Geo. B. Briggs, 1st Kent.
R. Burz.....	" John Avery, Montcalm.
D. Webb.....	" Geo. P. Sanford, 1st Ingham.

Fall Term, 1870.

Davis Jennison.....	Hon. Philo Doty, 1st Clinton.
Tenie Jennison.....	" Philo Doty, 1st Clinton.
S. S. Reed.....	" W. R. Eck, 1st St. Joseph.
Jas. McNamara.....	" James R. Lee, 1st Livingston.
Chas. C. Hopkins.....	" P. Dean Warner, 5th Senate Dis.
Maggie Walter.....	" John Wagner, 3d Calhoun.
M. J. Flynn.....	" Newton Sheldon, 3d Washt'naw
Dan'l F. Loose.....	" Joseph Weir, 1st Monroe.
Wellington A. Johns.....	" Peter Klein, 1st Wayne.
Emily Holmes.....	" R. J. Grant, 1st Barry.
S. Finley.....	" C. Shier, Washtenaw.
Nettie E. Gurton.....	" E. W. Hunt, 1st Eaton.
W. Wendell.....	" Bela Cogshall, 2d Oakland.
Ferris S. Fitch.....	" H. L. Crossman, 2d Ingham.
Fanny B. Fitch.....	" H. L. Crossman, 2d Ingham.
E. K. Hill.....	" Geo. P. Sanford, 1st Ingham.
Agnes S. Walter.....	" John Wagner, 3d Calhoun.
George A. Cady.....	" James Stewart, 5th Wayne.
Romeyn J. Miller.....	" B. L. Baxter, Lenawee.
Frank Crulman.....	" C. Shier, Washtenaw.
Thos. M. Miller.....	" James W. Romeyn, 1st Wayne.
George E. Backus.....	" Jno. Avery, Montcalm.
Mary F. Green.....	" Julian M. Seward, 3d Branch.
Emma Green.....	" Julian M. Seward, 3d Branch.
Emma C. Goodrich.....	" Levi N. Goodrich, 3d Jackson.
Ellen Keeler.....	" Levi N. Goodrich, 3d Jackson.
Sarah TenEyck.....	" Sam'l M. Yawkey, 2d Saginaw.
Ada E. Loop.....	" Geo. H. Fenner, Sanilac.
Malvina Gage.....	" E. Bostwick, 2d Branch.
D. R. Hall.....	" Benj. Clark, 1st Calhoun.

NAMES.	BY WHOM APPOINTED.
Ella B. Muir.....	Hon. Victor A. Dusseau, 3d Monroe.
Roxa M. Muir.....	" Victor A. Dusseau, 3d Monroe.
J. Herkimer.....	" D. A. Woodward, 2d Monroe.
Lida M. Herkimer.....	" D. A. Woodward, 2d Monroe.
Edward Gates.....	" Peter Ternes, 2d Wayne.

RULES AND REGULATIONS OF THE MICHIGAN STATE NORMAL SCHOOL.

GENERAL RULES.

I. *Meeting of the Faculty.*—A regular meeting of the Faculty shall be held on Monday afternoon of each week, during term time.

II. *Officers of the Faculty.*—At the last regular meeting of each term, the following officers shall be elected by ballot, to serve during the ensuing term, viz: A secretary, who shall keep a careful record of the business transacted; a librarian, who shall have charge of the library; a chairman, who shall in the absence of the principal, perform his duties; a committee on boarding arrangements, and a committee of two, on grounds, who shall act in connection with the principal.

III. *Order of Business.*—The meetings of the Faculty shall be conducted according to the usual rules of deliberative bodies, and business shall be taken up in the following order: 1. Calling the roll. 2. Reading the minutes of the last meeting. 3. Reports of classes. 4. Reports of absences and delinquencies. 5. Reports on rooms and halls. 6. Reports as to study hours. 7. Reports as to health, etc. 8. Miscellaneous business.

IV. *School Sessions, etc.*—The daily sessions of the school shall commence at 8:30 A. M., and close at 12:30 P. M. Teachers, unless necessarily prevented, will be in their rooms, at and after 8 A. M., for business with students. The term of session, unless otherwise directed by the Faculty, shall be divided into five school hours. Classes may meet for recita-

tion, or examination, out of study hours, by permission of the Principal, or by vote of the Faculty.

V. Examinations, Charge of Rooms, etc.—Each teacher is examiner in his own department for admission, promotion, and graduation, and is responsible for the order and progress of his classes. Teachers in charge of the rooms in which pupils are seated, and of the Experimental school, are responsible for the good order and proper management of the same, and have sufficient authority, subject to the general rules of the school and of the Board of Education, to secure these ends.

VI. Granting excuses, etc.—Excuses for absence from lesson, from school, or to be released from study hours, when asked before the occurrence, or when made unavoidable by sickness or its equivalent, are granted by the Principal. Excuses from reciting are granted by teachers in charge of the class; all other cases of absence, and all other delinquencies shall be reported to the Faculty for their action at the next meeting. In all cases of excuse by the Principal, for sickness or its equivalent, the facts upon which the excuse is granted may be the subject of investigation by the Faculty on the request of any member thereof, and any student who has obtained such excuse on false representation shall be liable to expulsion.

SPECIAL RULES, ETC.

CALENDAR.

Terms and Vacations.—The terms of the Normal School commence, respectively, on the third Tuesday of March and the last Tuesday of September. The former continues sixteen, and the latter twenty-four weeks.

A vacation of one week follows the winter term, and one of eleven weeks the summer term. The exercises of the school are suspended during the winter holidays.

Public Examinations, etc.—The last week of each term is devoted to the public examination of classes. Preceding these examinations, candidates for the Training certificate must pass a written examination in all the studies of the course up to the second term of the second year (preparatory studies included). Candidates for entering Senior Class must, during the first two weeks of Senior Year, sustain written examinations in all preceding studies in which they have not had a written examination. Ancient and modern languages are integral parts of the course. The regular exercises of graduation take place at the close of the summer term on the Thursday preceding the fourth of July.

RULES FOR THE GOVERNMENT OF THE PUPILS OF THE MICHIGAN STATE NORMAL SCHOOL.

I. Admission.—Pupils are not received for less than an entire term; and, excepting graduates from the Experimental school, must, if ladies, be not less than sixteen, and if gentlemen, not less than eighteen years of age. The principal has discretionary power, based upon maturity or advancement in studies, to admit pupils at earlier ages:

All pupils must sign, in good faith, a declaration of intention to teach in the schools of the State, and, if unknown to the Faculty, must present testimonials of good moral character.

II. Classification.—New students enter and are classified by examination, and may enter the classes of any year for which they are prepared. A student behind a class in a single study, may be allowed to go on with the class on condition of making up the study during the first term.

Students returning at the opening of a term are classified from the record; returning later than the day of opening, unless detained by sickness, or for reasons entirely satisfactory to the Faculty, they also, are classified by examination.

III. Boarding, etc.—Students can board only at such places, and under such regulations, as are approved by the Faculty. Gentlemen and ladies of different families, when self-board-
ing,

cannot occupy rooms in the same house, unless by special permission first obtained.

IV. General Deportment, etc.—Students, in all their relations to teachers and to each other, must observe the usual rules governing the intercourse of gentlemen and ladies; must observe carefully the rules and regulations of the school, and be regular and punctual in the performance of all duties.

V. Absences and Excuses.—Students desiring to leave town, or to be absent from school, or to be released from study hours, must obtain previous permission from the Principal. Students having been absent by permission or on account of sickness, or its equivalent, must bring a written excuse from the Principal to their teachers within two days after returning. Excuses from reciting must be obtained from the teacher of a class. Any student who has obtained any excuse on false representation shall be liable to expulsion.

VI. Study Hours, etc.—Students must carefully observe study hours, which, except on Saturday and Sunday, are, during the months from November to March inclusive, from 2 to 4 P. M., and in the evening from and after 7:30 o'clock; and during the remainder of the school year from 2:30 to 4:30 P. M., and in the evening from and after 8 o'clock. Students are excused to attend Lyceum on Friday evenings; but must be in their rooms at and after 10:30 on all evenings.

VII. Scholarship, Marking, etc.—Scholarship is marked on a scale from 0 to 3. Whenever the total average of a pupil's marking falls below 1.50, during two successive months, the connection of such pupil with the school ceases. In order to pass a study the scholarship standing must not be less than 2:25.

VIII. General Order in the Buildings.—On entering the buildings pupils must go directly to their seats, and remain in them during the session, unless occupied in recitations or by business with the Principal or teachers. The time for such business, unless otherwise directed, is from 8 to 8:20 o'clock A. M.

Pupils must not run up or down stairs, or through the halls, nor tarry in the recitation rooms or halls, nor, when moving in bodies, break lines; they must pass each other to the right, and at all times, avoid noise and confusion.

While in the building, students are not to communicate with each other in any manner, except at the short recesses, and then only with seat-mates, or by special permission of a teacher with other pupils in a room.

IX. Penalties.—Students violating rules incur demerit marks as follows:

Breaking lines, disorder in halls, "wandering," coming forward	1
Being tardy or communicating	2
Absence or violating study hours	3
Being out after 10:30 P. M.	8

Other irregularities or misconduct incur demerits according to the degree of the offense.

Eight (8) unexcused demerits in one term sever a student's connection with the school.

X. Removal from School.—Whenever students are obliged to leave school before the close of the term, they must obtain excuse from the Principal.

Whenever, in the judgment of the Faculty, a student's attendance is no longer profitable to him, or is detrimental to the school, he may be expelled or dismissed.

A student excluded from the school, either by his own act or by the action of the Faculty, can be restored only by a vote of the Faculty, or by the Board of Education.

The above regulations were compiled, arranged, and enacted by the Faculty of the school, and ratified by the Board of Education during the past year, and they are embodied in this report, that in case of the loss of records, as has already once occurred, the code may be easily restored.

COURSE OF STUDY.

The course of study remains as it was given in report for 1869.

The names of classes are changed from that of the letters A, B, C, D, E, F, to Preparatory, 1st Year, 2d Year, Junior, and Senior.

In addition to the suggestion as to mileage of pupils, it is again recommended to the consideration of the Board whether it would not be well to legalize a course, corresponding to the *English* studies taught in the district schools, so that a pupil holding a certificate corresponding thereto, may teach without the necessity of further examination.

We shall continue to lose efficient teachers if the amount paid them continues to be less than that which is paid for their services in the union schools. It may be economy, but it costs too much to have a teacher, grown into full maturity in his department, taken away by a higher salary to another school, and leave his place to one, equal it may be in general knowledge, but who must make special growth to attain equal efficiency.

Respectfully submitted,

D. P. MAYHEW,
Principal.

REPORT OF THE TREASURER.

The State Board of Education in account with R. W. Hemphill, Treasurer.

CREDIT.

1869.		
June 21.	By warrant Museum Building Fund...	\$2,500 00
Sept. 29.	“ “ “ “ ...	1,000 00
Nov. 17.	“ “ “ “ ...	1,000 00
Dec. 11.	“ “ “ “ ...	1,000 00
June 22.	“ “ Auditor General.....	7,000 00
Dec. 22.	“ “ “	4,000 00
1870.		
Jan. 22.	By warrant Auditor General.....	3,500 00
Nov. 9.	“ “ “	4,000 00
June 16.	“ tuit'n fr'm June 20, '69, to June 16, '70	2,858 50
“	“ diplomas, gas, ashes, etc.....	34 90
		<hr/>
		<u>\$26,893 40</u>

DEBIT.

1869.		
To sundry expenses, as per bill of items rend'd		\$2,880 98
May 28.	To Sec'y ord. No 273, W. J. Baxter, exp.	18 00
“ “ “	“ “ 276, O. Hosford, “	21 80
June 19.	“ “ “ — E. Willits “	7 85
“ 28.	“ “ “ 280, D. P. Mayhew, sal.	500 00
“ 19.	“ “ “ 281, D. E. Brown, exp.	19 90
“ “ “	“ “ 282, O. Hosford, “	19 00

NORMAL SCHOOL.

273

June 19.	To	Sec'y	ord.	No.	283,	C. J. Whitney,	piano,	\$600	00
"	"	"	"	"	284,	E. Hosford,	furnace		
					etc.....			1,150	00
"	"	"	"	"	285,	Edwards & Cooper,			
					Museum building.....			1,000	00
June 28.	To	Sec'y	ord.	No.	287,	I. Bengel,	salary.....	375	00
"	"	"	"	"	288,	I. Goodison,	salary..	375	00
"	"	"	"	"	289,	C. F. R. Bellows,	sal.	375	00
"	"	"	"	"	290,	D. Putnam,	salary..	375	00
"	"	"	"	"	291,	E. Darrow,	salary---	375	00
"	"	"	"	"	292,	A. A. Griffith,	salary	375	00
"	"	"	"	"	293,	F. H. Pease,	salary..	250	00
"	"	"	"	"	294,	Miss Hoppin,	salary,	225	00
"	"	"	"	"	295,	Miss M. Rice,	salary,	175	00
"	"	"	"	"	296,	Miss L. Pomeroy,	sal.	150	00
"	"	"	"	"	297,	Frank Smith,	sds....	16	52
"	"	"	"	"	298,	Gas Co.,	gas.....	77	62
"	"	"	"	"	299,	N. Phillips,	repairs..	1	00
"	"	"	"	"	300,	F. Smith,	laboratory,		85
"	"	"	"	"	301,	Bedford & Camp,	sds.	26	43
"	"	"	"	"	302,	D. P. Mayhew,	salary,	500	00
"	"	"	"	"	303,	I. Bengel,	salary....	375	00
"	"	"	"	"	304,	J. Goodison,	salary..	375	00
"	"	"	"	"	305,	C. F. R. Bellows,	sal.	375	00
"	"	"	"	"	306,	D. Putnam,	salary..	375	00
"	"	"	"	"	307,	E. Darrow,	salary---	375	00
"	"	"	"	"	308,	A. A. Griffith,	salary,	375	00
"	"	"	"	"	309,	F. H. Pease,	salary..	250	00
"	"	"	"	"	310,	Miss R. Hoppin,	sal.	225	00
"	"	"	"	"	311,	Miss M. Rice,	salary,	175	00
"	"	"	"	"	312,	Miss Pomeroy,	salary	150	00
"	"	"	"	"	313,	D. P. Mayhew,	expen.	28	75
"	"	"	"	"	314,	D. E. Brown,	expen.	23	50
"	"	"	"	"	315,	C. R. Pattison,	print.	220	00
"	"	"	"	"	316,	O. Hosford,	expenses	19	50

June 29.	To Sec'y ord. No. 317, Adv. & Trib. print.	\$ 1 25
" " "	" " 318, W. J. Baxter, expens.	18 00
" " "	" " 319, E. Willets, expenses,	8 00
July 21.	" " 320, D. E. Brown, expens.	14 45
" " "	" " 321, O. Hosford, expenses	16 00
Aug. 21.	" " 322, W. J. Baxter, expens.	18 00
Sept. 2.	" " 324, Free Press, printing	13 33
" 10.	" " 325, E. W. Smith, ach't..	160 00
" 20.	" pd. Edward & Cooper, ord. No. 326, new building-----	1,000 00
Oct. 11.	To Sec'y ord. No. 327, Det. Post, printing..	8 00
Nov. 12.	" " 328, Edwards & Cooper, new building-----	1,000 00
Nov. 20.	To Sec'y ord. No. 329, Adv'r & Trib. print.	11 00
Dec. 8.	" " 330, Edwards & Cooper, new building-----	1,000 00
Dec. 22.	To Sec'y ord. No. 331. D. P. Mayhew, salary,	500 00
" " "	" " 332, I. Bengel, salary	375 00
" " "	" " 333, L. McLouth, salary ..	375 00
" " "	" " 334, C. F. R. Bellows, sal.	375 00
" " "	" " 335, D. Putnam, salary ..	375 00
" " "	" " 336, E. Darrow, salary---	375 00
" " "	" " 337, A. A. Griffith, salary,	375 00
" " "	" " 338, F. H. Pease, salary ..	375 00
" " "	" " 339, Miss R. Hoppin, sal.	225 00
" " "	" " 340, Miss M. Rice, salary,	175 00
" " "	" " 341, Mrs. L. Evans, salary,	150 00
" " "	" " 342, W. J. Baxter, exp....	15 00
" " "	" " 343, O. Hosford, exp.....	15 00
" " "	" " 344, D. E. Brown, exp....	14 00
" " "	" " 345, W. J. Baxter, library,	600 00
" " "	" " 346, Edwards & Cooper, new building-----	1,833 20
1870.		
Jan. 25,	To Sec'y ord. No. 347, W. J. Baxter, expens.	20 00

NORMAL SCHOOL.

275

Jan. 25.	To Sec'y ord. No. 348,	E. Willits, expenses,	\$24 25
" "	" " 348,	O. Hosford, expenses	20 00
" "	" " 349,	D. P. Mayhew, salary	500 00
" "	" " 350,	I. Bengel, salary----	375 00
" "	" " 351,	L. M. Louth, salary--	375 00
M'rch 3.	" " 352,	C. F. R. Bellows, sal.	375 00
" "	" " 353,	D. Putnam, salary--	375 00
" "	" " 354,	E. Darrow, salary---	375 00
" "	" " 355,	A. A. Griffith, salary	375 00
" "	" " 356,	F. H. Pease, salary---	375 00
" "	" " 357,	Miss R. Hoppin, sal.	225 00
" "	" " 358,	Miss M. Rice, salary,	175 00
" "	" " 459,	Mrs. L. Evans, salary	150 00
Balance to new account.....			<u>\$28,150 20</u>

MICHIGAN STATE AGRICULTURAL COLLEGE.

PRESIDENT'S REPORT.

Hon. O. Hosford, Sup't of Public Instruction :

SIR—The following brief account of the progress of the Agricultural College, for the year 1870, is respectfully submitted:

Although the building was not quite completed at the opening of the term, February 23, 1870, the College had, during the year, the advantages of

THE NEW HALL.

The new hall was erected through the appropriation of \$30,000, by the Legislature of 1869-70. Its total cost was \$34,550. The excess of cost over the appropriation was met by the sale of swamp lands.

Anticipating further growth of the college, and necessity, perhaps, for a new building for ladies or gentlemen, the dining hall, kitchen, washing and ironing rooms, etc., have been made large enough for perhaps double the number of students that can now be received. The cost, therefore, of another structure will be considerably lessened.

The building has a supply of water from the Red Cedar river, steam engine, boiler, force pump, a cistern holding 2,000 barrels, a tank in the attic affording head of water, holding 27 barrels, and hose on each floor to be used in case of fire. The

hall is heated by steam, has a large ventilating flue, also heated, gas pipes, cooking range, steam fixtures for cooking, washing, etc. These items, and the furnishing of the house, cost \$13,075. About \$7,000 of this expense was met by the sale of swamp lands, leaving the Institution in debt about \$6,000.*

The new hall was nearly filled with students within a month of its completion.

U. S. LAND GRANT.

During the year 1870 the sum of \$2,779 89 was received on account of the Congressional grant of lands. This is the first of any income from that source. The interest accruing from the sale and investment of the proceeds is in charge of the State Board of Agriculture.

By a law approved March 31, 1871, it is provided that the money received from the sale of the lands shall be paid into the State Treasury, to constitute a perpetual fund; the interest thereon computed at seven per cent shall be regularly applied under the direction of the State Board of Agriculture to the support and maintenance of the Agricultural College. The interest on unpaid portions is applied in the same way.

OFFICERS.

Prof. J. W. Beal, of Chicago, has been appointed Professor of Botany in the College. He came highly recommended by Dr. Asa Gray, of Harvard University, author of text books on botany, by Prof. Louis Agassiz, and others, and has proved himself worthy the testimonials of these distinguished men.

The teaching force of the institution now consists of the President, and Professors of Agriculture, Chemistry, English Literature, Entomology, Botany, and a Superintendent of the Horticultural Department. A large part of the duties of the Professor of Agriculture, and of the Superintendent of the Horticultural Department, is with the students at their work.

* Since paid by an appropriation of \$6,000 for the purpose, made by the Legislature of 1871.

The Secretary of the College gives occasional lectures, taking his turn with the other members of the Faculty in the weekly Wednesday afternoon general exercises.*

STUDENTS.

The number of students during the term of 1870 has been 132, distributed in classes as follows: Seniors, 12; Juniors, 18; Sophomores, 16; Freshmen, 38; Preparatory, 36; Special Courses, 2; Ladies, 10.

The average age of students in the regular classes was: of the Seniors, 22 5-12; Juniors, 21 1-18; Sophomores, 20; Freshmen, 18 7-18.

The preparatory class will be discontinued hereafter. Several applications of gentlemen desiring to take special courses in Analytic Chemistry were rejected for lack of room in the working laboratory.†

Applications of ladies for admission were mostly rejected for want of room for them.

Students of only fifteen years of age, the minimum legal age for entering, have been discouraged from entering as a general thing. Few at that age, however well fitted to enter, are competent to go through the severe discipline of the first two years of study.

LADIES AS STUDENTS.

Applications for admission of ladies have been and still are frequent and urgent. The Faculty admitted a few, who occupy rooms on the floor of the Steward's family, or in private houses. They studied chemistry, botany, horticulture, floriculture, trigonometry, surveying, entomology, book-keeping, and other branches. Their progress in study was rapid, and their improvement marked.

* Since the date of this report, the College, the State, and the cause of Agriculture, have sustained the great loss by death of the Secretary of the State Board of Agriculture and of the College, the HON. SANFORD HOWARD, well known for his great abilities as an Agricultural writer, throughout the nation.

† This lack will soon be remedied, the Legislature of 1871 having made an appropriation for the construction of a chemical laboratory for the College.

Work was furnished them when it could be; they prepared seed for the ground, cut potatoes, transplanted tomatoes and flowering plants, pruned shrubbery, gathered small fruit, did some work in the green-house, and many other kinds of work.

The experiment of having women as students, has worked so successfully that there would be no hesitation in admitting them if there were a hall for them.

Should provision be made for them, they should occupy the present new hall, as it contains kitchen, dining-room, washing and ironing rooms, etc., and should do the work of the hall. Another hall, without dining-room, etc., being merely a building of students' rooms, could be built for the young men.

Many ladies would find our course of study agreeable and useful. They would find a knowledge of scientific principles conferring as much additional interest and delight upon them in the practice of floriculture, the care of gardens, ornamental shrubs, and orchards, in the operations of the kitchen, and in their general reading, as it does upon men. Women are frequently left in circumstances where they would highly prize some knowledge of agriculture.

The applications of chemistry to women's work are so many that a half year's course of daily lectures would not be too long a one. Among these applications are, cooking, preserving of fruits, utilization of materials usually wasted, cleansing by acids and soaps, dyeing, bleaching, manufacture of soaps of different kinds, disinfection, fermentation, and neutralization of poisons. A course of lectures on dairying is now given every year.

Women are turning their attention more and more to studies such as are taught here. Some would like the out-of-door labor, some the aid which the compensation for their labor would afford them in acquiring an education; and it is to be regretted that they cannot avail themselves of the same privilege here that is offered to young men.

GRADUATES.

The graduates of 1870 consisted of twelve gentlemen from nine different counties of the State, with an average age of 22 5-12 years. The whole number of graduates is 56. Two of these died in the army, and one at his home on his farm.

LABOR OF STUDENTS.

The labor system is still working satisfactorily in the College. Each student works three hours a day, Saturdays and Sundays excepted. Labor is usually furnished on Saturday, if it is desired. The students put down more than two car loads of tile drain during the year, for drainage of portions of the College farm.

The experiments have been carried on, and meteorological records kept, as heretofore. These, with other matters, will appear in the report of the State Board of Agriculture for 1870. The College publishes a catalogue for free distribution, on application by mail, or otherwise, to the president, at Lansing, Michigan.

T. C. ABBOT, *President*.

LANSING, December 1, 1870.

ALBION COLLEGE.

PRESIDENT'S REPORT.

Hon. Oramel Hosford, Sup't of Public Instruction :

DEAR SIR—Having been elected to the Presidency of Albion College on the fifteenth of June, 1870, and having assumed the duties of the position in September last, my report upon the condition and affairs of the college, will embrace a period extending over only the last three months.

The first term of the present collegiate year, 1870–1, began on the 8th of September. The college, as you are doubtless aware, is open to students of both sexes. There are in the college the usual four collegiate classes, and also a preparatory department. During the past term, there have been in attendance 121 students ; these are classified as follows :

Seniors.....	13
Juniors.....	9
Sophomores.....	6
Freshmen.....	12
<hr/>	
Collegiate.....	40
Preparatory.....	81
<hr/>	
	121

Of the Collegiate students there were—

Ladies.....	18
Gentlemen.....	22

Of the preparatory students there were—

Ladies.....	38
Gentlemen.....	43

The College is under the patronage of the Michigan and Detroit Annual Conferences of the Methodist Episcopal Church. These two conferences elect its board of trustees. Its present trustees are: Rev. Wm. H. Brockway, President of the Board; O. C. Gale, Esq.; G. B. Jocelyn, D. D.; Wm. Alman, Esq.; Rev. M. A. Daugherty; Wm. Bort, Esq.; James W. Sheldon, Esq.; Rev. Seth Reed; John McEldowney, D. D.; David Preston, Esq.; Rev. A. M. Fitch; Rev. J. S. Smart; Pres. Wm. B. Silber, *ex officio*, Sec'y.

EXECUTIVE COMMITTEE.

Rev. Wm. H. Brockway, Chairman; Jas. W. Sheldon, Esq.; Rev. A. M. Fitch; Rev. M. Daugherty; Pres. Wm. B. Silber, Sec'y.

FACULTY.

Rev. William B. Silber, Ph. D., President and Professor of Intellectual and Moral Philosophy; Rev. Eugene Haanel, A. M., Professor of the Natural Sciences and Secretary of the faculty; Francis A. Blackburn, A. B., Professor of the Latin and Greek languages; Marcus Baker, A. B., Professor of Mathematics and Librarian.

Rachel Carney, M. S., Preceptress and Professor of the Modern Languages.

Emma J. Fitch, M. E. L., Teacher of Vocal and Instrumental Music.

COURSES.

There are two regular courses of study,—the Classical and the Scientific. These courses occupy, for their completion, four years, and embrace the Philosophies, Mathematics, Natural Sciences, History, and Belles-Lettres; the English, French, German, Latin and Greek languages and literatures. There is, in addition, a preparatory course of two or more years.

IMPROVEMENTS, ETC.

Various improvements in the buildings and grounds have been made within the last six months. The grounds immediately in front of the College have been graded and inclosed; the central college building (intended as a dormitory and boarding hall for the young ladies), has been thoroughly renovated and newly furnished, while the south college building has been remodeled and altered so as to contain on the first floor, library and reading rooms, etc., and on the upper floor, a chapel, which for size, neatness and convenience, cannot, perhaps, be surpassed.

This beautiful and commodious chapel was formally dedicated, on Tuesday, Dec. 13, and during the session of the Methodist State Convention immediately following the dedicatory exercises, a proposition was made and set on foot, to further endow Albion College, to the amount of \$100,000.

LIBRARY, APPARATUS, ETC.

Considerable additions have been recently made to the apparatus and other appliances needed in the department of the Natural Sciences, and some donations to the library have been received. A portion, at least, of the Cabinet of Geological and Mineralogical specimens of Prof. Winchell has been received, labeled, and mounted.

PROSPECTS.

It seems now as if a brighter day for the future of Albion College were dawning, and while it has been eminently successful in the past, in educating, training, and fitting for the active duties of life hundreds and thousands of the young ladies and gentlemen of this and other States, it is hoped that the day is not distant when its halls shall be thronged with multitudes of earnest inquirers after knowledge and truth.

WILLIAM B. SILBER,
President.

DECEMBER, 1870.

OLIVET COLLEGE.

REPORT OF PRESIDENT.

To Hon. O. Hosford, Superintendent of Public Instruction :

SIR—The condition of Olivet College during the year 1870 has continued to be about the same as reported to you in 1869. The present resources of the Institution are essentially as then given. Efforts have continued to be made in various portions of the State to enlarge these resources, and, considering the depression which affects all business, with encouraging success. Still, additions thus made to the permanent funds of the College have been chiefly prospective, consisting of subscriptions payable in the future, rather than ready cash.

The great want of the institution still is, *adequate means for properly managing its affairs.*

The new dormitory, so long in progress, and so much needed, is at length essentially completed, and a considerable portion of it in actual occupancy by the students. Though so long in building, I am glad to say the work has been both economically and thoroughly done. When entirely completed it will have cost, including interest on money borrowed, considerably less than \$35,000. Nearly this entire amount has been already provided for, and contributed chiefly by citizens of the village of Olivet and one liberal gentlemen of Detroit.

The building is 112 feet by 54, three stories in height, with a fourth story in the Mansard roof. The first floor is devoted to recitation rooms, laboratory, and library. The three remaining floors to rooms for students, and for the accommodation of the literary societies of the College. It will accommodate

ninety students with rooms. Additions have been gradually making to the library. Contributions to this end have been made by the citizens of the place, and by others from abroad.

The attendance of students during the year has been as follows :

College proper—all gentlemen.....	46
Ladies' Course.....	30
Preparatory Department, gentlemen.....	91
“ “ ladies.....	69
<hr/>	
Whole attendance of different pupils.....	236

The officers of the College are as follows:

Board of Trustees—Rev. Nathan J. Morrison, D. D., President; Rev. Thomas Jones, Mattawan; Rev. Philo R. Hurd, Chicago, Ill.; Hon. James B. Porter, Lansing; Hon. Alanson Sheley, Detroit; Homer O. Hitchcock, M. D., Kalamazoo; Fitz L. Reed, Esq., Olivet; Philo Parsons, Esq., Detroit; Hon. Albertus L. Green, Olivet; Rev. Addison Ballard, D. D., Detroit; Hon. Willard Davis, Vermontville; Franklin Moore, Esq., Detroit; Rev. William Hogarth, D. D., Detroit; Rev. Wolcott B. Williams, Charlotte; Rev. Jesse W. Hough, Jackson; Joseph Mills, Esq., Lansing; Rev. John G. W. Cowles, East Saginaw; Rev. James S. Hoyt, Port Huron; Rev. Calvin Clark, Marshall; Newell Avery, Esq., Detroit; Hon. Daniel B. Green, Ypsilanti; Rev. William A. McCorkle, Detroit; Hon. Wm. A. Howard, Grand Rapids; Hon. Oramel Hosford, Olivet; Samuel F. Drury, Esq., Olivet.

Executive Committee—S. F. Drury, Chairman; O. Hosford, A. L. Green, P. Parsons, F. L. Reed, N. J. Morrison.

Librarian—Joseph L. Daniels, A. M.

Secretary and Treasurer—Rev. Hiram Elmer, A. M.

The Faculty is as follows:

Rev. Nathan J. Morrison, D. D., President, and Drury Professor of Moral Philosophy.

Rev. Oramel Hosford, A. M., Professor of Mathematics and Natural Philosophy.

Rev. Alexander F. Kemp, A. M., Professor of Mental Philosophy, and Instructor in Botany and Geology.

Robert C. Kedzie, A. M., M. D., Lecturer on Chemistry and Anatomy.

John H. Hewitt, A. M., Rutan Professor of the Latin Language and Literature.

Joseph L. Daniels, A. M., Professor of the Greek Language, and Literature.

Alexander B. Brown, A. M., Professor of Vocal and Instrumental Music.

— —, Principal of the Preparatory Department.

Edward P. Grandy, A. B., Instructor in Mathematics.

Francis H. Geer, Instructor in Vocal Music.

Miss Henrietta P. Dennis, Principal of the Ladies' Department, and Instructor in French.

Miss Annie M. Benedict, Assistant.

The officers of the Ladies' Department, are as follows:

Miss Henrietta P. Dennis, Principal; Mrs. Hannah L. Porter, Matron of the Ladies' Hall; Alexander B. Brown, Professor of Music; Miss Annie M. Benedict, Teacher of English Branches; Francis H. Geer, Miss Lizzie Battelle, Assistant Teachers of Music.

Ladies' Board of Managers.—Miss Henrietta P. Dennis, Mrs. Abby H. Hosford, Mrs. Angeline M. Drury, Mrs. Eunice M. E. Green, Mrs. Eliza Bordwell, Mrs. Minnie C. Morrison, Mrs. Sarah H. Hough, Mrs. Hannah L. Porter.

Honorary Members of the Ladies' Board.—Mrs. Douglas Putnam, Marietta, O.; Mrs. Philo Parsons, Detroit; Mrs. James B. Porter, Lansing; Mrs. Charles Merriam, Springfield, Mass.; Mrs. Walcott B. Williams, Charlotte; Mrs. S. W. Streeter, Austinburg, Ohio.

COURSES OF STUDY.

CLASSICAL COURSE—FRESHMAN YEAR.

First Term.—Livy—*Lincoln* ; Latin Prose Composition—*Arnold* ; History of Rome—*Liddell* ; Homer—*Iliad* ; Greek Grammar—*Hadley* ; Algebra—*Robinson*.

Second Term.—Livy ; Latin Prose Composition ; History of Rome ; Memorabilia of Socrates ; Greek Prose Composition—*Arnold* ; Geometry—*Robinson*.

Third Term.—Horace—*Odes*—*Lincoln* ; Herodotus ; History of Greece—*Smith* ; Greek Prose Composition ; Greek Testament ; Geometry.

SOPHOMORE YEAR.

First Term.—Horace—*Epistles, Satires, and Ars Poetica* ; Demosthenes—*Select Orations* ; History of Greece ; Euripides—*Alcestis* ; Algebra.

Second Term.—Cicero de Officiis—*Thacher* ; History of Rome ; Æschylus—*Prometheus* ; History of Greece ; Plane and Spherical Trigonometry—*Robinson*.

Third Term.—Tacitus—*Germania and Agricola*—*Tyler* ; Plato ; Conic Sections or Analytical Geometry—*Robinson*.

JUNIOR YEAR.

First Term.—Juvenal and Plautus ; Demosthenes—*De Corona* ; Natural Philosophy—*Mechanics and Hydrostatics*—*Olmsted* ; Anatomy and Physiology—*Dalton*.

Second Term.—Natural Philosophy—*Pneumatics, Optics, etc.* ; Whitney's German Grammar ; Chemistry, with lectures—*Roscoe* ; Logic—*McCosh*.

Third Term.—German continued ; Astronomy—*Olmsted* ; Rhetoric—*Whately* ; Botany—*Wood*.

SENIOR YEAR.

First Term.—English Literature—*Craik and Cleveland* ; Mental Philosophy ; Geology, with lectures—*Dana*.

Second Term.—Mental Philosophy ; Evidences of Chris-

tianity—*McIlvane* ; Butler's Analogy ; Political Economy ; English Literature continued—*Craik's English of Shakspeare*.

Third Term.—Moral Philosophy ; Lieber on Civil Liberty ; History of Civilization in Europe—*Guizot*.

Lessons in the English Bible, Compositions, Declamations and Extemporaneous Discussions, weekly, throughout the Course.

SCIENTIFIC COURSE—FRESHMAN CLASS.

First Term.—Algebra—from Quadratic Equations—*Robinson* ; History ; Rhetorical Praxis—*Day* ; Free Drawing.

Second Term.—Geometry—*Robinson* ; French ; History ; Zoology.

Third Term.—Geometry ; French ; Botany—*Wood*.

SOPHOMORE CLASS.

First Term.—Algebra completed ; French ; Chemistry during the last six weeks—*Roscoe* ; Anatomy and Physiology during the last six weeks—*Dalton*.

Second Term.—Chemistry during the first six weeks ; Anatomy and Physiology during the first six weeks ; Evidences of Christianity—*McIlvane* ; Logic ; Plane and Spherical Trigonometry—*Robinson*.

Third Term.—Analytical Geometry, or Conic Sections ; Calculus ; Descriptive Geometry ; Rhetoric.

JUNIOR CLASS.

First Term.—Natural Philosophy—*Mechanics and Hydrostatics*—*Snell's Olmsted*.

Surveying, including Leveling and Mapping ; Perspective ; English Literature—*Craik and Cleveland*.

Second Term.—Natural Philosophy—*Pneumatics, Optics, etc.* ; English Literature, six weeks—*Craik's English of Shakspeare* ; Butler's Analogy, six weeks ; Whitney's German Grammar.

Third Term.—Astronomy ; German ; Art—*Samson's Manual*.

SENIOR CLASS.

First Term.—Gillespie on Roads, Railroads, etc.; Geology, with lectures—*Dana*; Mental Philosophy.

Second Term.—Mental Philosophy; Physical Geography—*Ansted*; Political Economy; International Law—*Woolsey*.

Third Term.—History of Civilization—*Guizot*; Moral Philosophy; Lieber on Civil Liberty.

The Latin or Greek of the Classical course will be accepted in lieu of the Mathematics in the above course beyond the Freshman year.

This course of study will, as far as possible, be entered upon at once.

Lessons in the Bible, Compositions, Declamations, and Extemporaneous discussions, weekly through the course.

LADIES' COURSE—FIRST YEAR.

First Term.—Cæsar—*Hanson*; Algebra, from Quadratic Equations—*Robinson*; Ancient Geography and History.

Second Term.—Cicero's Orations—*Hanson*; Latin Prose Composition; Geometry—*Robinson*; Ancient Geography and History.

Third Term.—Cicero's Orations; Geometry; Latin Prose Composition.

SECOND YEAR.

First Term.—Algebra Completed; Geography of the Heavens; Virgil's *Æneid*—*Frieze*.

Second Term.—Trigonometry—*Robinson*; French Language—*Fasquelle's Course*; Virgil's *Æneid*.

Third Term.—French Language; Botany—*Wood*; Virgil's *Æneid*.

THIRD YEAR.

First Term.—French Language; Anatomy and Physiology—*Dalton*; Rhetorical Praxis—*Day*.

Second Term.—Natural Philosophy—*Pneumatics, Optics, etc.*; Logic—*McCosh*; Chemistry, with Lectures—*Roscoe*.

Third Term.—Astronomy—*Olmsted* ; Rhetoric—*Whately* ; History of Civilization—*Guizot*.

FOURTH YEAR.

First Term.—English Literature—*Craik and Cleveland* ; Mental Philosophy ; Geology, with Lectures—*Dana*.

Second Term.—Mental Philosophy ; Butler's Analogy ; Evidences of Christianity ; English Literature—*Craik's English of Shakspeare* ; Whitney's German Grammar.

Third Term.—Moral Philosophy ; German Language ; Art—*Samson's Manual* ; General Review and Examinations.

Lessons in the Bible and Exercises in English Composition weekly during the Course.

Preparatory to the previous course of study, ladies will pursue the following branches :

Mental and Written Arithmetic, English Grammar, Elocution, Penmanship, Wilson's United States History, Ancient History, Modern Geography, Ancient Geography, Latin Grammar, Weld's Latin Lessons, six weeks in Cæsar, and Elementary Algebra.

PREPARATORY COURSE—JUNIOR YEAR.

First Term.—Latin Lessons—*Weld* ; Higher Arithmetic—*Robinson* ; English Grammar—*Greene* ; Elocution and Orthography through the course.

Second Term.—Latin Lessons ; Latin Grammar continued through the course—*Andrews and Stoddard* ; Arithmetic ; Analysis—*Greene*.

Third Term.—Latin Lessons ; Cæsar—*Hanson* ; Analysis continued ; Arithmetic.

MIDDLE YEAR.

First Term.—Cæsar ; Greek Grammar continued through the course—*Hadley* ; Greek Lessons—*Boise* ; Ancient Geography and History.

Second Term.—Cicero's Orations—*Hanson* ; Ancient Geography and History ; Greek Lessons ; Latin Prose Composition.

Third Term.—Cicero's Orations ; Latin Prose Composition ; *Xenophon's Anabasis*—*Boise*.

SENIOR YEAR.

First Term.—Cicero; Virgil—*Frieze*; Rhetorical Praxis—*Day*; The Anabasis.

Second Term.—Virgil's *Æneid*; Algebra—*Robinson*; The Anabasis.

Third Term.—Virgil's *Æneid*; Homer's *Iliad*; Algebra to Quadratic Equations; General Review of Studies for the year, and examination.

The course of study and instruction defined above is designed *thoroughly* to prepare students for admission to the college department of this institution, or to any other college in the country. It is believed not to be at all too extended, or comprehensive, in order to secure to the student that intellectual discipline and familiarity with the classics, which are essential to a successful prosecution of the usual curriculum of our colleges.

Superior previous discipline of mind, or proficiency in the English branches, will, however, allow the completion of this course of study in a somewhat shorter period than three years.

Classes commencing the study of the Latin and Greek languages, are formed twice on each year,—at the beginning of the fall and winter terms.

The State employs a distinguished geologist to conduct the geological survey of its territory. I would respectfully inquire whether it be not proper that the Legislature provide that the results of this survey, whether in the form of "Reports," or specimens in natural history, geology, mineralogy, etc., should be gratuitously distributed among the several colleges of the State, including, of course, the State University? This would be but a slight recognition on the part of the State of the benefits conferred upon the people of the State by the several independent colleges.

Respectfully submitted.

N. J. MORRISON,
President.

REPORT OF VISITORS.

Hon. O. Hosford, Sup't of Public Instruction :

DEAR SIR—The committee of State Visitors appointed to attend the annual examinations and report upon the general condition and progress of Olivet College, respectfully present the following :

The said committee, in part at least, attended the examinations immediately preceding the annual Commencement, from their beginning to their close, and gave earnest and impartial heed to the duty assigned to them.

It is their candid and deliberate judgment that, in proportion to its facilities, Olivet College is accomplishing as noble and thorough a work in the interests of education, morality, and religion, as any other college in the land. Scarce a quarter of a century old, embarrassed by debt, cramped in pecuniary means, imperfectly provided with the facilities for instruction which are found in ample apparatus, libraries, cabinets, etc., and in various respects advancing only in the face of the many hindrances that commonly surround the younger years of such institutions, the friends of Olivet College may well be proud of her past and look with hopeful anticipations to her future.

To single out any one department of instruction in the institution as the subject of special remark, would, perhaps, seem invidious. Suffice it to say, that having heard, as far as possible, every examination, the committee were particularly impressed with these three things :

First. That the common aim of the whole corps of instructors, and the entire curriculum of study, is a *symmetrical and complete intellectual culture.*

Secondly. That every effort is being made to secure *thoroughness of discipline*, as is especially exemplified in the patient mastery of the grammar of the classics.

Thirdly. That careful attention is given to *individuality of development*, as was shown in the recitations in philosophy and botany, and in the Commencement essays.

For brevity's sake, the committee content themselves with simply endorsing what previous reports have so often affirmed, as to the beauty and salubrity of situation, and the healthful, moral, and religious atmosphere, which, added to the intellectual advantages there enjoyed, make Olivet College such a lovely and promising home for our sons and our daughters.

We cannot forbear to congratulate the College upon the recent accession to its corps of instruction, in the election and inauguration of Professor Alex. F. Kemp, as the incumbent of the chair of Philosophy. The wide and varied accomplishments of this Christian gentleman, fitting him to inspire enthusiasm alike on the marvels of natural science, the achievements of art, and the mysteries of philosophy, show him a worthy pupil and successor of his great instructor and friend, whom Mill has called the Prince of Intellectual Philosophers, Sir Wm. Hamilton; while his lovely and paternal spirit will make every student in his classes also feel warmed and softened by the power of his personal character.

We feel very desirous that Olivet College shall speedily be released from all pecuniary embarrassment; be enabled, by the generous donations of its friends, to complete its fine, commodious gentlemen's hall, and fill out its body of instructors; and, in a word, be fully fitted to accomplish its high and ennobling work.

ARTHUR T. PIERSON,
GEORGE WILLARD.

KALAMAZOO COLLEGE.

REPORT OF PRESIDENT.

Hon. O. Hosford, Sup't of Public Instruction :

SIR—The year 1870 has been a year of prosperity to Kalamazoo College. The number of students in attendance during the year has been as follows :

In College classes.....	51
In Preparatory classes.....	195
Total.....	246
Males.....	158
Females.....	88
Total.....	246

At the annual commencement, five students graduated, two of whom received the degree of A. B., and three the certificate of graduation in the Ladies' Course.

This is the last class in which the course known as the "Ladies' Course" is recognized. The young women now in college, and those who are preparing to enter, are pursuing the same studies as the young men of corresponding grade, and are candidates for the same degrees. We have three courses of study, each occupying four years, and every student may elect which of the three courses he or she will pursue.

At the close of the last Academic year, we sustained a severe loss in the resignation of Rev. H. Lincoln Wayland, D. D., as Professor of Rhetoric. He has become President of Franklin College in Indiana. His place in our Faculty has not yet been permanently filled.

The Board of Trustees consists of the following :

Rev. Kendall Brooks, D. D., President ; Martin Willson, Esq., Hon. Caleb Van Huse, Caleb Ives, Esq., Rev. A. E. Mather, Rev. Alfred Owen, A. M., Rev. L. H. Trowbridge, A. M., Rev. Isaac M. Lamb, D. L. Latourette, Esq., Rev. H. L. Morehouse, A. M., George Ingersoll, Esq., Rev. Samuel Haskell, D. D., Rev. Henry Stanwood, Latham Hull, Esq., Rev. E. Curtiss, Charles Cooper, Esq., Hon. Henry C. Briggs, Rev. E. J. Fish, A. M., Rev. Silas Bailey, D. D., Rev. J. S. Boyden, A. M., Prof. Daniel Putnam, A. M., Rev. George S. Chase, A. M., Rev. T. L. R. Jones, Rev. L. D. Palmer, E. G. Huntington, Esq., I. S. Hamilton, M. D., Caleb Eldred, Jr., Esq., Rev. N. S. Burton, D. D., Chauncey Strong, Esq., Rev. Thomas W. Merrill, A. M., Rev. H. B. Taft, A. M., Rev. George W. Harris, A. M., Rev. Samuel Graves, D. D.

The Faculty of Instruction is at present thus constituted :

Rev. Kendall Brooks, D. D., President and Professor of Moral Philosophy.

Rev. Samuel Brooks, A. M., Professor of Latin and Instructor in Physical Science.

A. Rudolph Bretzel, A. B., Instructor in German.

William C. Morey, A. B., Instructor in History and Mathematics.

Charles W. Bardeen, A. B., Instructor in English Literature.

Woster W. Beman, A. B., Instructor in Greek.

Hannah P. Dodge, Preceptress.

Mrs. Martha L. Osborne, Teacher of Latin and French.

Mrs. L. H. Trowbridge, Teacher of Music.

Estella E. Davis, A. B., Teacher in Preparatory Department.

Caroline H. Daniells, " " "

Addie Eaton, Teacher of Drawing and Painting.

The resources of the College have not changed during the year.

Respectfully submitted,

KENDALL BROOKS,

President.

KALAMAZOO, Dec. 17, 1870.

GERMAN-AMERICAN SEMINARY.

REPORT OF PRINCIPAL.

Hon. Oramel Hosford, Sup't of Public Instruction :

The German-American Seminary of Detroit is situated on Lafayette street, between Rivard and Russell. The building having been three years ago repaired and enlarged, is now pleasant and commodious, and well supplied with all apparatus, maps, etc., necessary for the successful prosecution of the study of geography, history, and the natural sciences. The school is supported by a society called "The German-American Seminary Society." The board of trustees at present are: Dr. Herman Kiefer, Charles Busch, Traugott Schmidt, Rudolph Diepenbeck, Frederic Rudden, Charles Rasemann, and Leo Breisacher.

The school course, commencing with elementary (or primary) branches, extends as far as the ordinary limits of the high school. The institution is divided into eight classes (or grades), each class representing a school year. The instruction in the German and English languages commences in the eighth class, or the first school year, and extends through the entire course. French is taken up in the fourth class, and continues through the remainder of the course. The school is under the charge of professional teachers, all having been born and bred in Germany, with the exception of the two ladies who have especial charge of the English branches. Consequently, the pupils have every facility for obtaining a thorough knowledge of the different languages, while at the same time perfecting themselves in all the various common and higher branches taught in the public schools.

Connected with the school is a "Kindergarten," also a gymnasium. The Kindergarten, at present under the charge of Miss Wackwitz, is a preparatory school, where children from four to seven years of age are received, developed by pleasant, entertaining, and instructive exercises, and educated to habits of attention and observation, preparatory to regular class instruction. The gymnasium, under charge of Prof. Klemm, is well supplied with the means of physical development, and the members of the higher classes are already no mean gymnasts.

The teachers now in the employ of the board are: Edward Feldner, Director; Augustus Niehaus, Augustus Schneck, Sarah Granville, I. I. Illian, Louis Klemm, Minnie Pierce, Eliza Wackwitz, John Natus, and at the present time one place is vacant.

The number of pupils is as follows:

Kindergarten	21
8th class	44
7th "	56
6th "	51
5th "	54
4th "	50
3d "	44
2d "	28
1st "	8
Total	<u>356</u>
Average attendance for year	350
Tuition in all classes, per annum	\$30
" " Kindergarten, per annum	20

The school year commences on the 1st of May, the annual examinations being held in April, at the close of the school year.

Respectfully submitted.

EDWARD FELDNER,
Principal.

DETROIT, October 20, 1870.

STATE REFORM SCHOOL.

BOARD OF CONTROL.

George W. Lee, Detroit, Chairman.
James I. Mead, Lansing, Treasurer.
C. Tracy, Lansing, Clerk.

OFFICERS.

Rev. Charles Johnson, Superintendent.
George H. Green, Assistant Superintendent.
James M. Sprout, Principal Teacher.
James W. Guernsey, Mrs. Wm. Mothersill, Miss A. M. Skinkle, Miss Helen Sutton, Miss Ella Crossman, Assistant Teachers.
Mrs. S. A. Hibbard, Matron.
Miss E. A. Foote, Assistant Matron.
W. W. Minturn, Overseer of Family House.
J. B. Hull, Physician.
T. R. Waters, Farmer.

REPORT OF THE BOARD OF CONTROL.

To the Hon. Superintendent of Public Instruction :

SIR:—Years advance, and events, lying at each and every point of time in the future, are daily and hourly maturing and becoming the recorded facts of history.

In accordance with this unchanging law of progress, as well as with the requirements of law, the Board of Control of the State Reform School herewith present their Annual Report, covering the period intervening between the 16th of November, 1869, and the 16th of November, 1870, together with a

statement of such considerations and demands as in their view are essential to meet the requirements of the coming biennial period,—adding thereto such reflections as to them seem to have importance in furthering the work in hand, and eventually bringing the institution to its highest degree of perfectability as a reformatory power.

And, first, the recorded facts of the year above indicated.

At the first of the above dates, that is, at the opening of the year indicated above, the inmates of the institution numbered two hundred and eighty-five. This number has been increased during the year by eighty-nine fresh commitments, thus making the total number connected with the institution during the entire year to be three hundred and seventy-four.

Of this number, one hundred and eighteen have been released therefrom, either by Ticket of Leave, permitting the individual to remain away from the institution during good behavior, but subject to recall whenever the board shall see cause; or by full discharge, and thus saying, “Go and sin no more,” if he will; but, if not, abide the consequences. In addition to the above, the Governor of the State holds the power of pardon,—a power, however, rarely if ever exercised, all applications therefor being by him referred to the Board of Control. This is deemed the preferable course, inasmuch as the purpose of committment is *reformation*, and not *punishment*,—that is, it is not so much the ends of justice as the achievement of a purpose, that is aimed at; and of this, as will readily be apprehended, those having the immediate oversight have the better opportunity of judging. At this date, the inmates number two hundred and sixty-two.

In all cases of release, in which the individual has neither home nor friends where and with whom he may find such surroundings as shall promise favorably, efforts are made to provide such for him.

It is, ere this, probably, very generally understood that the Board of Control hold no power of release in any mode during the years of the minority of the individual, except as they

find cause in his reformation. Nevertheless, realizing that the greatest good of all is the point of desirable attainment, in very rare instances, in which, after long and continuous efforts have proved utterly ineffectual, and where the offense for which commitment was made bore no deep marks of criminality, inmates have been sent from the institution, because of the contaminating influence of their presence; yet not without a specialty of effort to bring them to such an apparent standing as would render their release seemingly in accordance with the general law. This has been done, however, only when the individual had so nearly attained the age when, by law, the period of his commitment terminates, as to preclude hope of reformation. In cases, however, where the crime committed would have consigned the individual to the State Prison but for his years, release has been sought and obtained by remanding the individual back to the court whence his commitment papers issued.

In this connection it is, perhaps, proper to state that some of the worst cases with which we have to deal consist of those sentenced to the institution in violation of law,—they having attained an age in excess of sixteen years, while law affirms that none in excess of those years shall be admitted. Commitment papers, however, in all such cases represent the individual as not having attained that age, thus rendering it obligatory on the institution, or rather on those in charge, to receive them. This probably arises from a desire on the part of friends to save a youth from State Prison,—this being able to be done only by giving the individual the requisite age to admit of a substitution therefor of the Reform School. No small amount of the trouble experienced by this institution during the year just closed has resulted from this cause; and especially in the case of one bearded criminal, who came to us with bearded chin, and who, after being tolerated till toleration ceased to be a virtue, was remanded back, and finally found a home in Jackson, at an institution of higher order, from which, in all due time, he may graduate with honors co-ordi-

nate with his attainments. In this connection we make the simple inquiry, Is there no remedy? and await the response of legislation.

The prevailing health of the institution during the year just closed has been good, though, if estimated by the number of deaths that have occurred, not as good as for a number of years previous. This, however, is by no means a just criterion, since not unfrequently at the time of commitment the constitution of the individual is so tainted by inherited disease, or impaired by the irregularities of a life devoid of parental care and watchfulness, and by consequent dissipation, as to render subsequent personal care, cleanliness, or other health-giving appliances of little or no avail. While, therefore, as will be seen by the Physician's report, the general health of the institution will compare favorably with that of former years, deaths have occurred as follows, to-wit: that of Thomas Cox, a colored boy aged 17 years, of consumption, superinduced by a severe type of measles, and subsequently that of Henry Garrett, also a colored boy, 14 years of age, from the same disease, the seeds of which were deeply planted in his constitution when committed to the institution.

The employment of inmates during the year now just closed has been mainly the same as in former years, to wit: in domestic service, including the work of dining, washing, and ironing rooms and general house cleaning; in cane, flag, shoe, and tailor's shops; in the bakery, on the farm, and in the garden.

It is, however, proper to add, that what we denominate as *flag shop* is only partially devoted to flagging chair-seats, but to caning them as well, while that designated as *cane shop* is exclusively occupied in weaving cane seats. So far as a healthful, and to the State remunerative, employment for the boys is concerned, flagging and caning chair-seats is probably not inferior to any employment that could be made practicable in the institution. Still, looking to the future of the boys in the

active pursuits of life, there is nothing in either to render it or them desirable as a life profession. Could a change be made, so as to secure employment practicable in future life, and thus aid in securing to each inmate something of permanent and practicable utility, a decided gain would be secured. This matter has not failed of attention, but as yet without feasible result.

So far as inmates are concerned, each one of them being possessed of taste, skill, and adaptation more or less peculiar to himself, no one calling, however desirable and practicable it might be, as applied to individuals, could be found equally desirable for all, or for any very large portion of all; and any effort to introduce variety in employment, so as to qualify for a larger field of life-activities outside of the institution, and at the same time secure adaptation to the tastes and peculiar capacities of each within, would not only greatly perplex and embarrass its working machinery, so to speak, but largely involve increased expenditure. And were it practicable, this even would not establish its desirability, all things considered, since the age at which release is certain admits of each subsequently finding employment, or adopting a life profession adapted to his own capacity, taste, or choice; and it has been and still is deemed a matter of far greater importance to the inmate, that his employment, while a member of the institution, be such as shall inculcate habits of thoughtful, active industry, leaving his future calling to his own selection and choice.

The above remarks are made with reference especially to the large number that find employment in caning and flagging chair-seats, an employment yielding too small financial results to render it desirable as a life calling. By reference to the foregoing statement of principal employments in the institution, it will be seen that a portion of the boys find employment on the farm and in the garden. For these of course nothing better could be desired. So, too, the shoe shop, bakery, and tailor's shop, each afford opportunity of practice in that which may prove of practical utility as a life calling.

Our farming interest is annually developing into a matter of increasing value to the institution. Not that the land is yet fully subdued and brought to its highest state of productiveness, but is annually progressing towards that point. The amount of farm product in all its variety can be learned from the Superintendent's report; at least, a tabular statement of the same may be found there.

The item of fuel is rapidly coming to be a matter of no secondary interest to the institution. It will be recollected that only a few years since, a tract of land east of the institution was purchased, the main purpose of which was to secure the growing timber as fuel, and for other purposes. This is now nearly cleared off and the timber exhausted, and as a result the State owns the land free of cost, since the timber and fuel obtained, if purchased in the market, would have cost a sum probably in excess of that paid for the land, the growing timber included.

This supply being now nearly exhausted, as already stated, the board have during the past year purchased another tract of 86 35-100 acres, the purpose being, as before, the supply of fuel and timber for the institution; and this purchase, they feel confident, will eventuate to the State equally favorably with that of previous years. But this mode of supply will soon terminate,—indeed, has already well nigh reached its termination, and the question of policy is now pressing, regarding the still further purchase of timber land for the same purpose. Could it, at this date, be found in sufficiently close proximity to the Institution, hesitation would cease. But there is a limit, beyond which we cannot well pass,—fixed by the consideration of distance from the Institution at which boys can be advantageously worked,—and within this limit, no abundant supply of timber land is found.

It will not escape observation that all land purchased for the necessary supply of fuel and timber not only pays for itself by this supply, but ever after furnishes what is an equivalent

necessity, to wit: pasturage for stock; and the board hope, ere many years pass, to be able, through this increased amount of pasturage, to secure largely the supply of meat necessary to feed the institution, thus in an important degree abating the taxation now required for that purpose.

Husbandry is not the leading idea of the institution, but is to be followed only so far as it can be rendered contributive to that idea, in furnishing employment and supplies, and in addition, so far as practicable, correct ideas of farming. In like manner, stock-raising receives attention,—not as coming within the range of purpose contemplated in founding the institution, but as being beneficial to its own as well as to the general interests of the State.

In the matter of improvements and repairs, important work has been performed. Our family house has been improved by giving it a Mansard roof, thus securing what is tantamount to another story and largely increasing its capacity, besides adding much to the beauty and symmetry of the structure. In addition to this, the barn has been improved by the addition of a frame shed along its entire north side and the north side of the enclosed yard east of the same. The west end of this shed is designed for the protection and safe-keeping of farm wagons, carts, sleds, and other appliances of husbandry; next to this on the ground floor is the receptacle for the liquid manure from the adjoining stalls of the barn, over which is the hennerly; while the eastern portion is an open shed for the farm stock, facing south, with ample room above for the storage of the coarser kinds of fodder. Besides this, there has been and almost constantly is being done a large amount of repairs. This, with so extensive premises occupied by so large a number of unruly boys, will readily be accepted as one of the necessities of the situation.

The general deportment of the inmates will compare favorably with that of former years, and, when their general character at the time of reception is taken into consideration, we

feel assured that in this will be found the highest practicable commendation of those having the daily oversight of every interest. We mean, of those placed in charge of the institution by the Board of Control. We have no desire to say more, feeling assured that their work will sufficiently praise them.

Efforts to escape from confinement are more or less numerous in each and every year; occasionally, temporarily successful; rarely, permanently so. During the past year there have been probably about the average number of these attempts, with about the average degree of success. These attempts to escape generally prove a discouraging undertaking, inasmuch as the individual, when recaptured, again commences at the foot of the ladder of deportment, whence by slow gradations, achieved by unexceptionable deportment, he regains his lost ground, and finally reaches the point of honorable release.

Thus much for the past, in all its leading points of interest. Then what of the future?

To meet the current necessities of the institution, so that it may prove a success, it needs a liberal, not prodigal, support. We make no complaint of the past in this regard, and anticipate none for the future, but make our estimates only as the past seems to warrant. To meet, then, the current demands for the efficient running of the institution for each of the two years intervening between the 16th of November, 1870, and the 16th of November, 1872, the board, therefore, ask an annual appropriation of \$35,000, or a total appropriation of \$70,000 for the two years. We ask nothing for current repairs, although these will become a matter of necessity, as in former years, but purpose to meet them out of the above amount, in connection with the current earnings of the institution.

It will be recollected that the Legislature of 1867 passed a law precluding from the institution all lads under ten years of age, and that in their report of 1869 the Board of Control asked for the repeal of that law, giving their reasons therefor. This request, either through a misapprehension of its impor-

tance, or through the press of other matters claiming attention, failed of being acted upon; and the board now desire to press the matter upon the careful consideration of the incoming Legislature, and for the following reasons: First, then, it should be borne in mind that the purpose of sending boys to this Institution is not their *punishment*, but their *reformation*. If, indeed, its founders contemplated anything like a penal institution, or that the good of those placed in its keeping, or of the State at large, would be promoted thereby, then not only have our own views and aims been at fault, but the purpose itself needs reconsideration. The truth is, a very large number of youth in our State, as in other States, are destitute of natural protectors, and those having them, or having those who should be such, are often in no more hopeful condition therefor. These youth naturally, almost inevitably, fall into crime. To incarcerate them in State Prison would only tend to doom them to a life of degradation; to allow them to run at large and practice petty crimes till years of more matured discretion overtake them, would only tend to qualify them for the same destination and subsequent doom. Seemingly, then, but one course remains to be pursued in their behalf, viz: to place them under restraint, where appropriate moral, educational, and other desirable influences may be brought to bear, for developing in them the elements and characteristics of true and reliable manhood. It is just here that the reformatory institutions of the land justly and appropriately come in, restraining the liberty of the youth, and thus preventing his practice of petty crime, with the design and purpose of his reformation, education, and subsequent reliable manhood and citizenship.

But at what point in the life of the youth should he by law be subjected to this discipline? We respond, at that point at which reformatory agencies and influences are most hopeful of successful result. By the original law this was fixed at seven, and by the revised law, of subsequent date, at ten years of age;

and the board ask that the revised law, or the law fixing ten years as the minimum age for admission, be repealed, and that the original law be again placed in force. This they ask, being fully convinced of the bad policy of allowing that portion of our youthful population destitute of natural protectors, three additional years, and those pre-eminently the susceptible ones of life, in which to develop and strengthen natural perverseness of character. Certainly it seems unwise and undesirable to leave three years of easy susceptibility, with little or no acquired power of resistance, to the seductions of vice, in which to form habits of living and acting inimical to subsequent virtuous life, and simply because of the seeming severity of inflicting restraint (and it is nothing more) on youth of so tender years, especially when done for their salvation and with no purpose of punishment.

If it be desirable in any manner to restrict the years of possible detention in the institution, we would now, as formerly, respectfully suggest that the restriction be applied to the more advanced, rather than to the earlier portion of minority. Perverseness unsubdued at eighteen years of age offers but feeble hope for those which are too follow. The reformatory power of the institution, we hesitate not to say, would manifest itself far more strikingly if brought to bear on those between the ages of seven and eighteen, than on those between the ages of ten and twenty-one years. True, those between the latter ages will perform more work, and consequently do more to lighten the burden of support, or, in other words, do more towards rendering the institution self-supporting. But profitable financial returns, or a possible self-support, or even any near approximation thereto, was not the purpose in view in the founding of the institution. A far more philanthropic purpose ruled, to wit: that of protection to unprotected and unguarded youth,—such protection and fostering care as should eventuate in and secure useful and honorable citizenship, useful to the individual youth not only, but to the State as

well. This being the purpose, efforts should be so directed as to secure the best results. If, then, such be the purpose, we feel assured there can be no divided opinion as to the institution taking *early charge* of the vagrant and unguarded youth of the State. The question as to whether they can partially, largely, or entirely earn their support, deserves comparatively little consideration; but the rather, During what period of life do appliances, brought to bear, promise the richer results in matured manhood?—richer to the individual and to the community in whose midst he dwells. While, however, the Board of Control can but express disapproval of the law referred to, they are at the same time well convinced that legislation is needed touching the matter of admission to the institution. We have already sufficiently stated our own views of the purpose in behalf of which it was founded. That purpose can, however, be secured only by bringing its influence to bear on those susceptible of reformation; or, in other words, on those possessed of some degree of appreciation of right and wrong,—of some power of thought and intellect; and this would, of course, exclude imbeciles, and those brought, as it were, to the borders of idiocy by fits or other causes. Yet such are more or less frequently sent here for crimes, which in the act were theirs, yet not in conception, apprehension, or purpose, they having no power for either. If such, then, are found destitute of home and friends to care for them, the doors of poorhouses and almshouses are open to them, and let them find shelter and protection within. From observation and inquiry, the board are satisfied that individuals of the class here referred to are not unfrequently sent to this institution, by the management of friends or interested parties, to avoid the burden of their support. We, therefore, respectfully ask the passage of a law by which *imbeciles*, and those incapable from any cause of advancing to some fair degree of subsequent manhood, be excluded from the institution.

We have already inquired, What of the future? and in

response, are led again to inquire, What are the appliances most efficient in securing the reformation of wayward youth? To this we reply, first, that some things are needful in order that true and efficient reformatory influences may be brought to have a bearing. Among these, as being first in order, we mention *restraint*, or the withdrawal of the individual, so far as possible, from temptations,—from the many allurements to vice, that not unfrequently surround unguarded youth. Hence, Reform Schools, where they may be retired from seductions to which they have been wont to yield and thereby be led into crime. Then again, since obedience is the great law of manhood, they must learn that lesson; must learn that “to obey is better than sacrifice,” since by obedience alone are they brought in harmony with the great law of brotherhood, which rules throughout the universe. To these must be added, habits of industry. The foregoing constitute what we may denominate the foundation elements of reformation,—to wit: withdrawal from the seductions of vice, submission to the law of obedience, and a fondness for or enjoyment in industrial appliances.

To these must be superadded, before the appliances for full and complete reform are secured, other and by no means inferior influences,—we refer to those that stir the emotional nature of the individual. In this connection reference is again made to music as practiced in the institution. It is, to many at least, well understood that vocal music is and for many years has been, a matter of daily practice therein,—the beneficial influence of which has often been alluded to. We have also repeatedly referred to the School Cornet band, all expense of which, including that of instruments, tuition, books, etc., has been paid for by band services and exhibitions of sundry kinds given by the inmates themselves, thus securing for all time to come an agency of permanent good, because of its power to stir the kindlier emotions of the soul, and without cost to the State.

In this connection we would not fail to make mention of the kind acts of friends of the institution in behalf of the boys,—the obvious purpose being so to supply the means of combining pleasure with useful instruction as both to relieve tedium and enhance enjoyment, thereby stirring into more lively exercise the better and more promising emotions of the heart. Among such very acceptable remembrances, we with pleasure mention the reception of a numerous selection of books of choice reading for the boys, sent them by D. Bethune Duffield, Esq., of Detroit; also, of a large number and variety of beautiful and neatly framed pictures from the Hon. J. J. Bagley of the same city, with which to adorn the walls of the institution, and thereby awaken pleasant emotions in the breast of each and every inmate, not only by the contemplation of the beautiful, but by the reflection that, while measurably secluded from the moving world without, they are nevertheless remembered by those who, though strangers to them, desire their good. In like manner we take pleasure in making mention of and placing on record the kind and generous donation of the Hon. Delos Phillips of Kalamazoo, in the matter of a most excellent and valued chapel organ, for the very trifling consideration of \$150, while the regular cost of the instrument was \$400. These gifts furnish the inmates not only with increased facilities of enjoyment while detained at the institution, but with what is far more potent in awakening emotions leading onward and upward to virtuous manhood, to wit: a conscious recognition of the fact that many hearts, moved by a spirit of kindly benevolence, think of them in their seclusion and desire their good. These are among the influences that stir the depths of our emotional natures and awaken purposes for a better life.

But there are other influences of an analagous and perhaps equal potency for good, coming more directly from the surroundings of life, and which cannot well be ignored in computing the agencies applicable in securing man's utmost

perfectability, or lost sight of in efforts to reform the erring. In blossom, bud, and bee, in the carol of the feathered songster, the rippling rill, and waving bough, there is reformatory power; true, often little heeded, yet nevertheless real,—so real, that a life matured without their genial aid would be deficient in many a crowning grace of manhood. It was this power, felt and appreciated, that led the mother of our race, in leaving her garden home, to exclaim, “Must I leave thee, Paradise?” It was the power of *home*; a home beautiful for its surroundings. In perfecting the reformatories of our land, ought, then, the hand of nature, laden with ever-changing beauty and variety, to be lost sight of?—a beauty and variety for stirring into conscious exercise all the kindlier emotions of being. Such was undoubtedly the design in all the adornments of nature. In the training and discipline of wayward youth, can that design be disregarded, and the full desired work completed, the true end attained?

We are fully aware that all that is human bears deep marks of imperfection,—so deep as to place all that is perfect beyond present attainment; nevertheless, the higher and the more wisely directed the purpose and effect, the more complete the anticipated result.

In conducting the reformatories of our land, it is not the profuse nor yet the close hand, the hand guided by a single idea, or by a profuseness of ideas, that secures complete success; but the rather, by a just, clear, and comprehensive view of true reformatory agencies and appliances, and an equally just, clear, and comprehensive employment of the same. The firm, unyielding hand must be there; its firmness tempered and wisely directed; a love for the useful activities of life inspired; and more,—a love for whatever is pure, just, and right, not only as between man and his fellow, but as between him and the higher order of intelligences, that in their gradations point onwards and upwards towards that perfection that is unapproachable. In the midst of all these, the beauties and

amenities of nature are ever thrown around us, to awaken and cherish into lively exercise the kindlier and gentler emotions and aspirations of true and ennobled manhood, and claim a place and consideration in every effort put forth for advancement in whatever adds attraction and value to a future fraught with a weight of interest, such as clusters around living humanity; or for raising that same humanity, when held subservient to its baser appetites, to a position of self-control,—to a position from which the enjoyments and utilities of life not only may be seen in fair promise, but hope inspired for a better life.

GEO. W. LEE.

J. I. MEAD,

C. TRACY,

Board of Control.

REPORT OF SUPERINTENDENT.

GENTLEMEN:—It is difficult to give the results of a year's labor in an institution of this kind; so many cares and efforts are required from day to day, each bearing its direct part on the whole work, so essential that no part can be omitted, and yet the immediate result may be so apparently indefinite that it will not sustain any claim to completeness, and so is passed by as of no special moment. Yet *our* life is made up of just such efforts. Every day brings a repetition, and the efforts must be made.

We show in our tables certain data, such as the statistician wants.* But we cannot breathe into these figures, facts though they are, the life, the influence, the power they represent. Yet these constitute our experience, an experience you are familiar with, but which cannot be realized by those not intimately acquainted with the inside life of these Houses of

* These tables will be found in the pamphlet Report published by the Board of Control.

Refuge, and to this may be added, the outside life of these boys as they pass to their homes on acquiring the confidence we seek to inspire and to test the strength of the purposes they have formed in the School, now brought in contact with the life and power of society which they will find in the circles destined to receive them on their release. And I may here record the result of long years of observation, that the future *weal or woe* depends upon these associations. Always susceptible of evil tendencies, vicious associates have a potent influence in preventing their acquiring a complete mastery over the errors that have hitherto surrounded them. Former "chums" and habits easily sway and control purposes that are not fully established. This brings us to a special suggestion that we have long felt the need of, in behalf of boys who pass from us to seek their way in the various avenues of life.

In more than one instance old associates are awaiting their return, and present them with fully-matured plans, which indicate co-operation of completely organized capital and agents, and with wily seductive forces draw them into crime. We feel that we should have some counteracting agency, fully organized, to meet these attempts, foil their machinations, and save their intended victim. We have no doubt some such agency could effect for this unfortunate class and such as from time to time pass from our correctional institutions, untold good. It might aid in finding them employment, visiting them in their several localities, and by frequent communications encourage and stimulate to earnest self-reliant efforts, that would not only strengthen good resolutions but make them of practical benefit.

We have received during this year a large number of letters, of which only a few are appended to this report. The correspondence which direct replies and the constant communications which these would bring, would require nearly half the time of one man; added to this occasional visits, and it

would be seen that full employment could be given to a faithful friend of this unfortunate class.

Take the class of persons who do well for a season, perhaps a year or two, and sometimes even six years, and then fall. Could a special friend know the peculiar difficulties, they might avert the temptation, and relieve the depression, or whatever cause inclined to a relapse, and thus save to the State, save to himself, one who by the special associations of that time is irretrievably lost. While we have many interesting and hopeful tidings of our boys, we feel that many more would be greatly benefited after they leave us, if we could have this constant communication with them; and we doubt not this is true of all similar classes.

I wish to refer also to a topic that was presented but did not meet the approval of our Legislature two years ago, and that is, the requirement that a boy must be ten years of age to be received into the care of the School. For many years the law of admission permitted boys to be received at seven years. Four years ago the Legislature thought best to repeal that permission, and placed the minimum at ten years. Since then, each year, efforts have been made to place boys under that age at the School,—homeless boys, whom the want of parental care has led into error, and who are fast being educated in vice, and whose tutorage in the three years from seven to ten will be of the most baneful nature. Then we have frequent communications from parents, a father or a mother, the other being dead, seeking to place here a boy whose tendencies presage evil, who runs away from home, committing small thefts, and in various ways shows an incorrigible spirit. But the law places a barrier,—he is not ten years of age.

I would respectfully ask your consideration of that committing section, whether it should not be so amended as to return to its former provisions of seven years as the minimum age. It seems to me we should throw the protecting arms of the School around the child with much more certainty of benefit.

While I have solicited your attention in favor of receiving children younger than we now can, I wish also to present one other class of the other extreme, the reception of boys beyond the maximum age now fixed by law. Each year, by the perjury of the boy or his friends, quite a number secure commitments to this School to save them from a more penal institution. These have in most cases been a source of mischief to the younger portion. We have had some that were adepts in all the arts of crime, and they do not fail to communicate their spirit to others. It requires a strong moral force to counteract this pernicious influence among a class of minds whose previous bias prepares them for just such things.

The law as it now stands permits such boys to be remanded to the courts from which they come. But, except in a few cases, it is practically inoperative. The often long distance to return the boy, our inability without time and expense that cannot well be spared to see the proper law officers, to make all personal explanation of the facts in the case, the sympathy of friends in procuring bail, altogether offer a premium on such conduct, and secure a release through a process far more genial than the self-restraint essential to secure his release through good conduct.

I would respectfully submit for your consideration the securing of such provision whereby all such cases (in the judgment of the Board of Control, who are at all times conversant with the spirit and work of such boys) should be placed in the care of the circuit court of this county for revision of sentence, to be disposed of as these developed facts shall warrant.

It is worthy of serious consideration, whether the time has not arrived in the progress of our State when a prison, intermediate between the State Prison and the Reform School, should be erected for just such a class as those mentioned above, and a similar class of youth whose reclamation should not be despaired of. The large number of reckless youth

found in all portions of our State and in our prisons would press this thought upon our people, and measures may be taken that shall effect great good. In many cases the appliances, moral, educational, and industrial, would have a strong influence in saving the youth for a nobler manhood, and from the stigma which attaches to the more penal institutions.

Such an institution would greatly facilitate the work of this School, by bringing it more to the children too young for prison restraint, and whose life is better developed by enjoying the immunities and freedom incident to childhood and early youth, which we feel should be the special mission of this great State charity, instead of affording a refuge from more restraining power to those who, by virtue of their age and more mature viciousness, demand restrictions adapted to their maturity and necessities.

There are two or three classes of boys sent to this School to whose condition I would respectfully ask your attention. The first is a class of boys of such defective mental ability, that with our appliances we can accomplish so little that it is questionable whether the efforts expended in their behalf may not be much more profitably employed upon others who are able to improve the facilities furnished.

The second, is a number of boys who are subject to "*fits*." One brought during the year had a spasm as he was coming out of the cars, and it required some time before he was conscious, or able to walk. Is it humanity to place such boys, in their daily life, among a large company of small, interesting boys? Is not the effect baneful in every respect?

The third, consumptive boys. We had one boy sent this year upon whom consumption had already commenced its work. In a few months he was very much reduced, and pleaded piteously to be sent home. We took him to his friends. They were enjoying (?) an uproarious drunken brawl, and turned him out of doors. He came back, and requested to return to school. In a few weeks he died. We cannot think that this School should be a hospital. Though it is

proper that its wards should be tenderly cared for, yet we doubt the propriety of sending such boys who are already fast declining.

THE CORNET BAND.

The Band, under the instruction of Mr. C. Alsdorf, continues to be an attractive feature in our recreations. It requires constant drill and instruction, both from the fact that members are leaving the School from time to time as their good conduct merits confidence, and also from a desire to raise their attainments to as high a standard as possible. We regard the method of instruction as well illustrated in the boys' proficiency.

Their services on different occasions have been sought quite as much as it has been convenient to let them go. The necessary means to sustain the band have been secured by their services, by gifts of kind friends interested in their welfare, and by concerts given by themselves and a large company of their associates.

The concerts were given in this city, Jackson, and Detroit, and were very much aided by friends to whom we feel under special obligations, as but for their assistance we could not have been so successful. Also to the Superintendents, Agents, and Conductors of the Michigan Central, and Jackson, Lansing and Saginaw Railroads. Repeated favors from the latter call for special acknowledgements.

The net proceeds of the concerts given in Detroit were to be appropriated for the boys' library. This, together with the appropriation of the last Legislature, has added much to its value and interest. The special benefit of this addition will be long felt and appreciated for the advantage of the boys.

The Band fund stands as follows:

Cash on hand as per last Report.....	\$	48
Net proceeds of Concerts.....		584 44
Visitors and Special Friends.....		54 16
Services of the Band.....		145 00
		<hr/>
		<u>\$784 08</u>

Of this sum, \$778.10 has been expended for instruction, books for boys' library, organ for chapel, new instruments for band, music, etc., leaving a balance on hand of \$5.98, with some small accounts still due, but uncollected.

We record here the special interest of the Hon. J. J. Bagley of Detroit, who never fails to remember the boys, and this year has given a valuable present of pictures for the rooms occupied by them.

Hon. Delos Phillips, during his attendance on his legislative duties at the last session and the extra session, frequently visited us, and showed a marked interest in the boys, and, in purchasing a valuable Star Organ from his manufactory at Kalamazoo, generously donated \$250 of the purchase price.

We have received also, from D. B. Duffield, Esq., of Detroit, a large box of magazines, many of which have been bound and added to the Library. Other friends have remembered the boys with papers. Many packages have been received and distributed.

Several publishers have donated their papers for the boys.

A bundle of these papers always finds many hands stretched out to receive them. The papers received regularly are, the Lansing State Republican, Wolverine Citizen, Battle Creek Journal, Detroit Commercial Advertiser, Grand Haven Herald, Grand Haven Union, Peninsular Courier, Ingham County News, the Independent (from Rev. H. A. Barker, our former teacher).

Sabbath services as usual, conducted by different clergymen of the city; and we are especially indebted to Rev. Messrs. Weed and Fish, late of this city, for their assistance in special meetings held for the benefit of the boys, during the past winter.

A few faithful Sabbath School teachers have not grown weary in well doing, but have given us their assistance through the year.

The Principal Teacher will present the report of the School

Department, and the Physician a report of the health and mortality of the year.

IMPROVEMENTS.

Through the entire year repairs have been going on in the house, and yet it seems that what has been done only reveals the necessity of further efforts, until all parts of the house shall be thoroughly repaired.

It was found that the family house needed further enlargement, and as the roof proved defective, it was decided that an additional story in the form of a Mansard roof should be placed on the building. This greatly adds to the appearance and furnishes abundant sleeping apartments.

Our farm conveniences have been increased by the addition of sheds for wagons, cattle, and manure. A large amount of fences have been made, and about 500 rods of tile under-draining, one large drain being in connection with other drains under the direction of the County Drain Commissioner. This drainage improves the quality of the land, and will be of permanent value. An orchard of 100 choice varieties of pears was planted in the spring. The increase of stock keeps pace with our facilities for providing for them, and the recent addition of land will, as improvements shall be made, furnish sufficient meadow and pasturage for still further increase.

Altogether, it is apparent that the work and improvements of the year have been as marked as those of the past three years, and will tend as much for the success and future prosperity of the School.

The year now closing gives special evidences of the fostering care of a divine Providence in the general health and apparent success of the school in its mission of mercy for these unfortunate boys, and we enter a new year with full confidence that, under the same benign and gracious hand, the efforts of the future will meet the purpose for which they are made.

Respectfully submitted,

CHARLES JOHNSON,
Superintendent.

PHYSICIAN'S REPORT.

To the Honorable Board of Control of the State Reform School :

GENTLEMEN:—It becomes my duty, as well as pleasure, to report to you the sanitary condition of the School during the past year, as well as its present status.

The School has passed another year of unexampled health and prosperity. It has not been afflicted with any epidemic or other serious sickness. The hospital was tenantless, except during autumn, when ague prevailed somewhat, but at present has nearly disappeared. One fact is remarkable, that while the people in the surrounding country and vicinity had fevers that approached a typhoid character, in the School, with one or two exceptions, the fevers have been very mild. I can attribute it to no cause except the excellent sanitary means recommended by your honorable body, and so intelligently carried out by the able Superintendent and his assistants.

Two deaths have occurred during the year, both from consumption,—Thomas Cox, a colored boy, aged 17 years, and Henry Garrett, aged 14 years, also a colored boy. The first was the result of severe measles, from which he never fully recovered; the last one had the disease fastened upon him when he entered the School.

I would here remark that consumptive boys, demented, and epileptics should not be received in your school. The first only linger until death claims its victim, and should be placed in some one of the charitable institutions of an appropriate character, or with kind friends, during their short sojourn on earth, and epileptics should not be associated with the scholars, especially such as are inmates of schools of a reformatory character, and neither of the three classes can receive any benefit from your School, as its design was to reform those who were capable of reformation.

I would suggest that this subject be properly placed before the Legislature this winter, that they may make laws to exclude such from your school.

Respectfully yours,

J. B. HULL, M. D.

COUNTY SUPERINTENDENTS, 1871-72.

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The publication of this Report has been so delayed that we are enabled to give a list of County Superintendents of Schools elected for 1871 and 1872, as follows :

COUNTIES.	NAMES.	P. O. ADDRESS.
Allegan	P. A. Latta	Otsego.
Barry	T. B. Diamond	Prairieville.
Bay	F. W. Lankenaw	Bay City.
Benzie	Arthur T. Case	Homestead.
Berrien	E. L. Kingsland	Benton Harbor.
Branch	A. A. Luce	Gilead.
Calhoun	Bela Fancher	Homer.
Cass	L. P. Rinehart	Cassopolis.
Charlevoix	John S. Dixon	Charlevoix.
Clinton	J. B. Chapin	St. Johns.
Eaton	John Evans	Bellevue.
Genesee	C. A. Gower	Fenton.
Grand Traverse	Solomon Franklin	Old Mission.
Gratiot	D. D. Hamilton	Pompeii.
Hillsdale	Geo. H. Botsford	Hillsdale.
Houghton	P. H. Hollister	Hancock.
Huron	C. B. Cottrell	Port Austin.
Ingham	Elmer North	Lansing.
Ionia	Chas. A. Hutchins	Ionia.
Isabella	Chas. O. Curtis	Mt. Pleasant.
Jackson	W. I. Bennett	Jackson.
Kalamazoo	C. L. Rood	Kalamazoo.

COUNTIES.	NAMES.	P. O. ADDRESS.
Kent	H. B. Fallass	Fallassburg.
Keweenaw	R. C. Satterlee	Eagle River.
Lapeer	J. H. Vincent	Lapeer.
Leelanaw	S. S. Steele	Northport.
Lenawee	Willard Stearns	Adrian.
Livingston	P. Shields	Howell.
Macomb	S. H. Woodford	Mt. Clemens.
Manistee	J. W. Allen	Manistee.
Marquette	Harlow Olcott	Marquette.
Mason	J. E. Smith	Ludington.
Mecosta	H. C. Peck	Big Rapids.
Midland	Isaac Swift	Midland.
Monroe	Elem Willard	Monroe.
Montcalm	E. H. Crowell	Greenville.
Muskegon	Geo. S. Hickey	Muskegon.
Newaygo	Cyrus Alton	Newaygo.
Oakland	J. A. Corbin	Pontiac.
Oceana	A. A. Darling	Hart.
Osceola	Norman Teal	Hersey.
Ottawa	C. S. Fassett	Spring Lake.
Saginaw	J. S. Goodman	East Saginaw.
Sanilac	Geo. A. Parker	Port Sanilac.
Shiawassee	E. G. Cook	Owosso.
St. Clair	G. R. Whitmore	Marine City.
St. Joseph	L. B. Antisdale	Nottawa.
Tuscola	S. N. Hill	Vassar.
Van Buren	H. J. Kellogg	Lawton.
Washtenaw	Geo. S. Wheeler	Ann Arbor.
Wayne	L. R. Brown	Rawsonville.

SCHOOL LAWS.

ENACTED AND AMENDED BY THE LEGISLATURE AT ITS SESSION
IN 1871.

An Act to compel Children to attend School.

SECTION 1. *The People of the State of Michigan enact*, That every parent, guardian, or other person in the State of Michigan having control and charge of child or children between the ages of eight and fourteen years, shall be required to send any such child or children to a public school for a period of at least twelve weeks in each school year, commencing on the first Monday of September, in the year of our Lord eighteen hundred and seventy-one, at least six weeks of which shall be consecutive, unless such child or children are excused from such attendance by the board of the school district in which such parents or guardians reside, upon its being shown to their satisfaction that his bodily or mental condition has been such as to prevent his attendance at school or application to study for the period required, or that such child or children are taught in a private school, or at home, in such branches as are usually taught in primary schools, or have already acquired the ordinary branches of learning taught in the public school: *Provided*, In case a public school shall not be taught for three months during the year, within two miles by the nearest traveled road, of the residence of any person within the school district, he shall not be liable to the provisions of this act.

Sec. 2. It shall be the duty of the director of every school district, and president of every school board within this State, to cause to be posted three notices of this law in the most

public places in such district, or published in one newspaper in the township for three weeks, during the month of August in each year, the expense of such publication to be paid out of the funds of said district.

Sec. 3. In case any parent, guardian, or other person shall fail to comply with the provisions of this act, said parent, guardian, or other person shall be liable to a fine of not less than five dollars or more than ten dollars for the first offense, nor less than ten or more than twenty dollars for the second and every subsequent offense; said fine shall be collected by the director of said district in the name of the district in an action of debt or on the case, and when collected shall be paid to the assessor of the district in which the defendant resided when the offense was committed, and by him accounted for the same as money raised for school purposes.

Sec. 4. It shall be the duty of the director or president to prosecute any offense occurring under this act, and any director or president neglecting to prosecute for such fine within ten days after a written notice has been served on him by any taxpayer in said district, unless the person so complained of shall be excused by the district board, shall be liable to a fine of not less than twenty or more than fifty dollars, which fine shall be prosecuted for and in the name of the assessor of said district, and the fine when collected shall be paid to the assessor, to be accounted for as in section three of this act.

LIBRARIES.

The following additional section to the library law of 1859 follows section five, page 103, School Laws, edition of 1869. It provides for a change of the district system back to the township system. An amendment to section 23 (below) gives districts having district libraries power to vote a district tax for their support.

Sec. 6. In any township which shall have divided its township library among the several school districts, as provided for in section one of this act, the board of school inspectors may,

by resolution, order the question to re-establish the township library, to be submitted to the legal voters voting in the respective townships of the State; when the said board shall so order, the township clerk shall give at least ten days notice of such submission by posting up the same in three of the most public places in said township, ten days before any regular township meeting. At such township meeting the electors of said township shall vote upon the said proposition in the same manner as provided for in section one of this act, and if a majority shall vote in favor of township library, the same shall be re-established, and the several school district officers shall return all library books in their possession to the office of the township clerk in their respective townships: *Provided*, That this act shall not apply to districts voting at their annual meeting to retain their respective libraries.

NORMAL SCHOOL CERTIFICATES.

The following supersedes section 2, page 107, School Laws, edition of 1869:

Sec. 2. The board of instruction of the Normal School shall give to every graduate receiving such diploma a certificate, which shall serve as a legal certificate of qualification to teach in the primary schools of any township in this State, when a copy thereof shall have been filed or recorded in the office of the county superintendent of common schools. Such certificate shall not be liable to be annulled except by the board of instruction, but its effect may be suspended in any county, and the holder thereof may be stricken from the list of qualified teachers in such county, by the county superintendent of common schools for the county in which said township may be situated, for any cause and in the same manner as he now is by law authorized to revoke certificates given by himself, and in case there be no such county superintendent for the county in which such township is situated, then the said certificate so given by the board of instruction may be suspended in any such township, and the holder thereof stricken from

the list of qualified teachers in said township, by the school inspectors for said township, for any cause that authorizes them to annul a certificate given by themselves, and such suspension in either case shall continue in force until revoked by the authority suspending it.

AMENDMENTS.

Particular attention of school officers is called to the following amendments of the several sections of the school law, and the *notes* to the same:

Sec. 16. If any person offering to vote at a school district meeting shall be challenged as unqualified, by any legal voter in such district, the chairman presiding at such meeting shall declare to the person challenged the qualifications of a voter, and if such person shall state that he is qualified, and the challenge shall not be withdrawn, the said chairman shall tender to him an oath in substance as follows: "You do swear (or affirm) that you are twenty-one years of age, that you have been for the last three months an actual resident of this school district, and are liable to pay a school district tax therein;" and every person taking such oath shall be permitted to vote on all questions proposed at such meeting. Or he may take the following oath, to-wit: "You do swear (or affirm) that you have been for the past three months an actual resident of this school district, and are a legal voter at township and county elections;" and he may vote upon all questions when the raising of money by tax is not in question.

Sec. 16. This changes the oath to make it conform to the qualifications of a voter, which are different from what they were when the amended section was enacted. See section 145.

Sec. 23. Such qualified voters, when assembled as aforesaid, may, from time to time, impose such tax as shall be necessary to keep their school-house in repair, and to provide the necessary appendages and school apparatus, and in townships having district libraries, for the support of the same, and to pay and discharge any debts or liabilities of the district, lawfully incurred; and when a tax is voted, or estimated by the board under the provisions of section twenty-four, and is needed for use before it can be collected, the district may borrow to an amount not exceeding the amount of the tax; and no money

raised by district tax shall be used for any other purpose than that for which it was raised, without a vote of two-thirds of the tax-paying voters of the district.

Sec. 23. This change gives the district power :

First. To vote a tax in its discretion (instead of being limited to twenty dollars), for "apparatus," which term includes all that is specified in the old section, "books of reference," etc.;

Second. To vote a tax for support of library;

Third. To borrow money in advance of the collection of a tax;

Fourth. Permitting the use of moneys for purposes other than those for which they were raised, by a vote of two-thirds of the tax paying voters of *the district*.

Sec. 24. They shall also determine, at such annual meeting, the length of time a school shall be taught in their district during the ensuing year; which shall not be less than nine months in districts having eight hundred children over five and under twenty years of age, and not less than five months in districts having from thirty to eight hundred children of like ages, nor less than three months in all other districts, on pain of forfeiture of their share of the two-mill tax and primary school fund; and whether by male or female teachers, or both; and it shall be the duty of the district board to estimate the amount necessary to be raised, in addition to other school funds, for the entire support of such school, including fuel and other incidental expenses, and for deficiencies of previous year, and previous to the second Monday in October, make a written report of the amount so determined, to the supervisor of the township in which any part of said district may be situated; and the same shall be levied upon the taxable property of the district, collected and returned in the same manner as township taxes. A school month, within the meaning of this act, shall consist of four weeks, of five days in each week, unless otherwise specified in the teacher's contract.

Sec. 24. This requires the board to include in their *estimates* whatever may be necessary to pay any indebtedness of a previous year.

Sec. 25. In case any of the matters in the preceding section mentioned are not determined at the annual meetings, the district board shall have power, and it shall be their duty, to

determine the same ; and in case the district fails to vote for at least the minimum length of school required by said section, it shall be the duty of the said board to make the necessary provisions for said minimum length of school.

Sec. 25. This requires the board to provide for a school for the time required by section twenty-four, in case the district fails to do so.

Sec. 28. All persons, residents of any school district, and five years of age, shall have an equal right to attend any school therein ; and no separate school or department shall be kept for any persons on account of race or color: *Provided,* That this shall not be construed to prevent the grading of schools according to the intellectual progress of the pupils, to be taught in separate places as may be deemed expedient.

Sec. 28. The only change in this section is the insertion of the words " or department," after the words " separate school," in the second line, and the words, " and five years of age."

Sec. 39. The district board shall hire such qualified teachers as may be required ; and all contracts shall be in writing and signed by a majority of the board on behalf of the district. Said contract shall specify the wages agreed upon, and shall require the teacher to keep a correct list of the pupils, and the age of each, attending the school, and the number of days each pupil is present, and to furnish the director with a correct copy of the same at the close of the school. Said contract shall be filed with the director, and a duplicate of the same furnished to the teacher.

Sec. 39. This simplifies the bungling language of the section relative to hiring teachers, and specifies that the contract shall require the teacher to keep a list, etc., of the pupils, and the teacher shall be furnished with a copy of the contract.

Sec. 57. The district board may purchase, at the expense of the district, such school books as may be necessary for the use of children when parents are not able to furnish the same, and they shall include the amount of such purchases in their report to the supervisor or supervisors, to be assessed as aforesaid ; they shall also prescribe a uniform list of text-books to be used in the said school ; but text-books, once adopted, shall not be changed within two years, except by the consent of a majority of the voters at some regular meeting. They shall have the general care of the school, and may establish all needful regulations for its management.

Sec. 57. This is a verbal alteration, making the language conform to the free school law.

Sec. 65. The said district board shall have the care and custody of the school-house and other property of the district, except so far as the same shall, by vote of the district, be specially confided to the custody of the director, including all books purchased for the use of indigent pupils, and shall open the school-house for public meetings, unless by a vote at a district meeting it shall be determined otherwise.

Sec. 65. An amendment to this section in 1859 was *designed* to require the opening of the house for public meetings if the district should so vote; but the use of the word *may*, when *shall* was intended, still left the board power to disregard the will of the district. In attempting to correct this, the amendment says the board *shall* open the house for public meetings unless the district votes otherwise.

From the very nature of the case, this must be understood with some qualification; and in any event, the board must be understood to have power to suspend an application for the house for a "public meeting" until the question can be referred to the district. If the language is construed literally, any Mormon or Mohammedan may demand the house for a sermon, or any Republican or Democrat for a political caucus, at any time, during school hours or otherwise. It cannot be that any court would so construe the law. If objectionable parties apply for and *insist upon having* the house under the law, the board is advised to call a meeting of the district without delay, to decide the question.

Sec. 66. It shall be the duty of said board to fill by appointment, without delay, any vacancy that shall occur in their own number; or they shall call a special meeting of the district to fill such vacancy by an election.

Sec. 66. This greatly simplifies the manner of filling vacancies in the district board; giving the board the option to fill vacancies without regard to time, or to call a meeting for an election.

Sec. 67. Every school district office shall become vacant upon the incumbent ceasing to be a resident of the district for

which he shall have been elected, or upon the happening of either of the events specified in section three, of chapter fifteen, of the revised statutes of eighteen hundred and forty-six; and in case of temporary absence, or positive disability of a district officer to perform any necessary duty of his office, the board may appoint a substitute for the time being, who shall be subject to all the requirements and responsibilities of the office.

Sec. 67. This amendment gives the board power to appoint a substitute in case of temporary disability of a member of the board.

Sec. 80. It shall be the duty of county school superintendents to furnish to the clerks of the several townships in the county, a list of the names of persons to whom they have given certificates to teach in their respective counties, with the date and term of the same; and the inspectors, before making their annual report to the county superintendent, shall examine said list, or in townships having no county superintendent, they shall examine the record of teachers to whom certificates have been given by themselves, and if in any school district a school shall not have been taught for the time required by law during the preceding school year, by a qualified teacher, no part of the public money shall be distributed to such district, although the report from such district shall set forth that a school has been so taught; and it shall be the duty of the board to certify the facts in relation to any such district in their reports to the county clerk or county superintendent.

Sec. 80. The change in this requires county superintendents to report to township clerks the certificates given to teachers in the township, and the inspectors are to examine such list in making their report, etc. The names of persons receiving third-grade certificates need be reported only to clerks of the towns for which the certificates are granted.

Sec. 106. It shall be the duty of the supervisor of the township to assess the taxes voted by every school district in his township, and also all other taxes provided for in this chapter, chargeable against such district or township, upon the taxable property of the district or township respectively, as equalized by the board of supervisors, and to place the same on the township assessment roll in the column for school taxes, and the same shall be collected and returned by the township treasurer, in the same manner and for the same compensation as township taxes.

Sec. 106. The alteration in this consists in the insertion of the words, "as equalized by the board of supervisors." Supervisors will please take notice.

Sec. 137. Any person paying taxes in a district in which he does not reside, may send scholars to any district school therein, if no school is being kept in his own district, on paying a tuition equal per scholar to the last previous apportionment of primary school money; but he shall not have the right of voting in school meetings, nor shall his children be included in the census of said district.

Sec. 137. This merely omits a nugatory clause.

Sec. 139. For the purpose of apportioning the income of the primary school fund among the several townships, a district situated in part in two or more townships shall be considered as belonging to the township to which the annual report of the director is required to be made; and the district shall be numbered by the inspectors of said township.

Sec. 139. This omits a nugatory clause in the old section, and requires fractional districts to be numbered by the inspectors of the town in which the school-house is situated. The district should be known by no other number in the other town.

Sec. 141. If any taxes provided for by law for school purposes shall fail to be assessed at the proper time, the same shall be assessed in the succeeding year; and any supervisor willfully neglecting to assess any such tax shall be liable to any district for any damage occasioned thereby, to be recovered by the assessor, in the name of the district, in an action of debt, or on the case.

Sec. 141. This alteration provides that if any taxes fail to be assessed at the proper time, they shall be assessed the next year; and makes the supervisor holden to a district for damage for willfully neglecting to assess any school taxes.

Sec. 151. The said trustees shall present, at each annual meeting, a statement in writing of all receipts and expenditures on behalf of the district, for the preceeding year, and of all funds then on hand, and an estimate of the amounts necessary to be raised by the district, for purposes other than those for which the district board are to make the estimates, under section twenty-four of the primary school law (which estimate shall be made in the same manner by said trustees); and the

district may, at any regular meeting, vote such taxes upon the taxable property of the district as may be required, and as school districts are allowed by law to raise.

Sec. 151. In this, some provisions which left the graded school districts in the rear of other districts are omitted, and the trustees are to make the estimates for taxes in the same manner as the common district boards. The sectarian provision is also omitted, the same being in section 121, and applying to all districts alike.

Sec. 165. No alteration shall be made in the boundaries of any school district organized under the law for graded and high schools, without the consent of a majority of the trustees of said district; which consent shall be spread upon the records of the district, and placed on file in the office of the clerk of the board of school inspectors of the township to which the reports of said district are made; and districts organized under the law aforesaid shall not be restricted to nine sections of land.

Sec. 165. This section was very indefinite—the law nowhere defining what is a “Union school.” The amendment expresses what districts are meant, and provides how the “consent” shall be determined; and permits such districts to cover more than nine sections of land.

ABSTRACT OF SCHOOL INSPECTORS' REPORTS, BY
COUNTIES, FOR 1870.

COUNTIES.	No. of Townships.	No. of Districts.	No. of Children between the ages of 5 and 10 years.	No. of Children attending School during the year.	Gain. * Loss.	No. attending School under 5 or over 20 years of age.	Average number of months School.	No. of volumes added to Libraries.	No. of volumes in District Libraries.
Alcona.....	2	8	169	187	86	-----	5.0	-----	-----
Allegan.....	24	167	10,785	8,071	595	187	6.8	152	1,466
Alpena.....	2	2	705	370	301	7	7.0	-----	-----
Antrim.....	6	15	583	899	101	9	5.0	-----	-----
Barry.....	16	145	7,664	5,681	267	173	6.9	112	1,568
Bay.....	10	29	4,608	3,683	395	38	6.8	-----	-----
Benzie.....	10	18	619	453	92	13	4.9	-----	-----
Berrien.....	21	146	12,301	9,696	290	181	6.9	22	2,188
Branch.....	17	182	8,260	7,560	* 489	283	7.2	-----	1,018
Calhoun.....	22	165	11,877	9,205	899	229	7.4	101	4,515
Cass.....	15	119	7,217	5,373	* 95	117	7.1	18	8,414
Charlevoix.....	5	11	349	279	82	12	4.9	-----	-----
Cheboygan.....	2	7	579	376	138	3	7.0	-----	-----
Chippewa.....	2	2	483	117	9	-----	4.5	-----	-----
Clinton.....	16	181	7,799	6,073	123	185	7.0	12	1,017
Delta.....	1	1	364	241	75	-----	9.0	-----	262
Eaton.....	16	135	8,192	6,528	126	189	6.8	2	982
Emmet.....	1	1	84	71	84	3	5.0	-----	-----
Genesee.....	19	160	10,682	8,919	40	199	7.3	72	1,601
Grand Traverse.....	9	40	1,527	1,040	387	88	5.3	81	184
Gratiot.....	16	96	4,110	3,284	206	63	6.2	80	581
Hillsdale.....	19	172	10,350	8,527	50	239	7.0	316	2,713
Houghton.....	8	11	3,175	2,780	* 587	15	9.6	9	705
Huron.....	20	44	2,662	1,511	406	12	5.6	14	40
Ingham.....	17	181	8,508	6,214	179	234	7.2	15	912
Ionia.....	16	188	9,245	6,843	* 22	179	7.1	16	217
Iosco.....	7	11	781	511	85	16	7.1	-----	77
Isabella.....	10	36	1,350	963	190	30	5.7	71	125
Jackson.....	20	154	10,606	8,649	252	271	7.2	358	2,820
Kalamazoo.....	16	189	10,515	7,505	122	180	7.5	812	4,881
Kent.....	25	199	16,788	12,180	776	217	7.2	108	3,061
Keweenaw.....	7	10	1,147	1,006	* 127	1	8.5	-----	569
Lapeer.....	19	117	7,166	5,914	105	225	7.2	160	998
Leelanaw.....	8	35	1,412	981	230	28	5.1	-----	30
Lenawee.....	24	201	14,319	11,090	* 402	221	7.4	1,352	6,978
Livingston.....	16	184	6,604	5,623	110	209	7.1	2	1,384
Mackinac.....	3	4	650	313	2	11	6.7	-----	850
Macomb.....	14	113	9,614	5,950	26	124	7.2	78	1,675
Manistee.....	11	21	1,515	439	84	12	5.3	-----	129
Manitou.....	3	4	571	272	36	14	5.7	-----	30
Marquette.....	5	9	2,357	1,623	* 489	5	8.8	-----	-----
Mason.....	7	17	734	558	181	9	4.7	-----	-----
Mecosta.....	14	41	1,798	1,216	542	40	5.3	18	44
Menominee.....	2	3	363	197	70	8	7.5	-----	-----
Midland.....	8	21	982	776	102	28	5.0	-----	412
Monroe.....	16	126	10,388	6,046	468	149	7.0	150	2,302
Montcalm.....	18	90	4,369	3,666	135	98	6.3	44	312
Muskegon.....	15	60	4,239	3,393	379	47	6.2	14	86
Newaygo.....	14	54	2,219	739	83	44	5.8	7	571
Oakland.....	25	210	13,525	10,709	344	365	7.5	98	3,506
Oceana.....	15	58	2,107	1,609	177	49	5.8	-----	142
Ontonagon.....	4	5	1,025	951	* 204	-----	9.7	96	2,322

ABSTRACT OF SCHOOL INSPECTORS' REPORTS—CONTINUED.

COUNTIES.	No. of Townships.	No. of Districts.	No. of Children between the ages of 5 and 20 years.	No. of Children attending School during the year.	Gain. * Loss.	No. attending School under 5 or over 20 years of age.	Average number of months School.	No. of volumes added to Libraries.	No. of volumes in District Libraries.
Osceola	11	21	665	383	244	14	8.7	.....	.....
Ottawa	17	111	9,287	6,856	524	88	7.4	68	1,192
Saginaw	25	101	11,885	8,137	176	92	6.8	261	2,748
Sanilac	21	41	5,460	4,059	629	108	6.8	169	708
Shiawassee	18	112	6,828	5,737	77	137	7.2	20	870
St. Clair	28	146	13,723	9,458	311	171	7.4	5	1,857
St. Joseph	16	122	8,677	7,677	* 6	178	7.5	41	1,295
Tuscola	29	101	4,913	4,008	358	78	6.6	7	528
Van Buren	18	142	9,870	7,751	211	158	7.2	5	1,836
Washtenaw	22	165	12,839	9,263	216	284	7.5	70	988
Wayne	20	140	39,630	18,975	* 297	175	8.0	8,411	30,027
Wexford	8	6	132	118	31	8	5.8	.....	.....
Supplementary ..	1	3	197	200	197	.....	10.0	.....	.....
Total	358	5,108	384,554	278,686	9,780	6,404	6.9	8,377	97,101

ABSTRACT OF SCHOOL INSPECTORS' REPORTS, BY COUNTIES, FOR 1870.

COUNTIES.	Paid for Books.	No. of School-Houses, and Material of Construction.				Value of School- Houses and Lots.	No. of Grad. Schools.	No. Visits by County Superintendents.	No. of Visits by Di- rectors.
		Stone.	Brick.	Frame.	Log.				
Alcona.....				3		\$1,700			3
Allegan.....	\$227 28		6	147	14	186,176	7	256	378
Alpena.....				2		17,600			20
Antrim.....				2	10	2,000			24
Barry.....	90 25		2	122	16	62,420	4	158	283
Bay.....			3	19	2	152,362	3	34	287
Benzie.....				5	9	8,048		23	28
Berrien.....	4 00		14	140	1	190,978	13	287	375
Branch.....	11 00	10	19	104	1	159,250	5	226	304
Calhoun.....	139 81	6	26	181	7	882,880	4	157	358
Cass.....	19 75		22	91	6	115,851	5	125	282
Charlevoix.....				2	7	2,100		12	17
Cheboygan.....				2	4	2,805	1		28
Chippewa.....				2	1	1,300			3
Clinton.....	12 75		4	109	17	101,705	4	239	251
Delta.....				1			1		9
Eaton.....		1	12	107	15	71,175	6	190	268
Emmet.....				1		800			19
Genesee.....	219 00	1	14	137	5	152,251	11	202	449
Gd. Traverse.....	87 11			8	23	7,640	1	48	75
Gratiot.....	38 15			47	43	29,318	2	95	155
Hilledale.....	453 61	10	30	121	6	199,299	6	291	394
Houghton.....	71 00	1		10		44,166	3	7	80
Huron.....	21 40			22	14	20,221	1	56	140
Ingham.....	7 98		16	110	7	130,255	6	157	286
Ionia.....	18 50	1	5	118	18	112,879	9	161	381
Iosco.....				8	1	16,830	1		22
Isabella.....	154 04			5	22	4,734		53	63
Jackson.....	370 08	3	45	106	2	249,659	7	961	344
Kalamazoo.....	946 50		22	116	2	200,377	5	119	254
Kent.....	280 46	1	11	178	13	297,886	11	195	516
Keweenaw.....				8		12,200	2	30	47
Lapeer.....	54 56		2	105	10	88,794	5	146	248
Leelanaw.....		1		8	25	6,160	1	39	60
Lenawee.....	2,174 36	8	55	144	2	304,719	12	273	475
Livingston.....		4	12	106	6	109,595	2	177	278
Mackinac.....				1	3	5,450	1		3
Macomb.....	78 00	3	16	89	3	103,194	8	243	274
Manistee.....			1	5	12	26,050	1	3	30
Manitou.....	30 00				4	775			19
Marquette.....		1	2	8	1	45,650	2	23	69
Mason.....	15 68			5	7	6,194	1	23	37
Mecosta.....	52 25			15	16	17,809	1	18	98
Menominee.....				3		5,800	1		4
Midland.....			1	12	4	10,709		26	70
Monroe.....	200 00	2	29	79	14	101,158	4	217	319
Montcalm.....	135 25		1	57	29	67,204	2	155	187
Muskegon.....	43 40			37	23	31,228	2	81	99
Newaygo.....	20 25			31	20	30,774	1	56	98
Oakland.....	72 51	14	23	189		271,062	9	167	488
Oceana.....				25	20	24,511	2	85	101
Ontonagon.....	142 52			3	3	8,950	2		24

ABSTRACT OF SCHOOL INSPECTORS' REPORTS—CONTINUED.

COUNTIES.	Paid for Books.	No. of School-Houses, AND MATERIAL OF CONSTRUCTION.				Value of School- Houses and Lots.	No. of Grad. Schools	No. Visits by County Superintendents.	No. of Visits by Di- rectors.
		Stone.	Brick.	Frame.	Log.				
Osceola.....	.....	.....	.....	2	12	\$2,440	.....	26	35
Ottawa.....	\$129 40	.....	2	95	16	116,360	7	191	262
Saginaw.....	418 11	.....	9	81	15	315,805	4	91	305
Sanilac.....	179 69	.....	3	54	25	33,973	3	97	218
Shiawassee.....	25 00	.....	2	88	21	139,050	6	174	259
St. Clair.....	23 35	.....	8	116	19	161,328	5	57	381
St. Joseph.....	65 13	2	20	97	3	187,135	9	250	359
Tuscola.....	.....	.....	1	66	26	46,145	4	180	157
Van Buren.....	28 00	.....	6	123	7	168,413	9	149	291
Washtenaw.....	94 50	9	44	114	6	343,877	6	200	406
Wayne.....	4,149 07	.....	44	123	3	557,646	11	103	728
Wexford.....	.....	.....	.....	.....	5	450	.....	.....	13
Supplementary.....	.....	.....	.....	2	1	4,000	..	2	91
Total.....	\$11,235 86	78	538	3,867	627	\$6,234,797	231	6,621	12,521

ABSTRACT OF SCHOOL INSPECTORS' REPORTS, BY COUNTIES, FOR 1870.

COUNTIES.	No. Qualified Male Teachers.	No. Qualified Female Teachers.	No. months Taught by Male Teachers.	No. months Taught by Female Teachers.	Av. Wages per month of Male Teachers.	Av. Wages per month of Female Teachers.	Total Wages of Male Teachers for the Yr.	Total Wages of Female Teachers for the Year.
Alcona.....	12	4	9.0	13.0	\$41 11	\$36 15	\$370 00	\$470 00
Alcona.....	52	275	326.3	1,072.3	43 42	21 97	15,169 34	23,565 13
Alpena.....	1	6	5.0	46.0	175 00	40 43	1,400 00	1,860 00
Antrim.....	5	17	19.0	43.9	37 21	15 23	707 00	745 00
Barry.....	82	214	255.6	767.8	33 85	19 24	9,659 78	14,742 39
Bay.....	13	61	98.5	409.8	117 65	40 37	11,001 00	16,302 92
Benzie.....	7	22	29.2	67.8	50 24	16 19	886 00	1,146 70
Berrien.....	100	241	356.5	875.1	50 46	31 87	16,950 68	27,557 00
Branch.....	73	221	275.6	940.1	44 74	19 18	12,329 98	18,030 86
Calhoun.....	85	324	338.1	1,256.4	49 29	22 29	16,398 78	28,012 98
Cass.....	82	178	334.1	639.2	43 41	23 52	14,565 22	15,867 27
Charlevoix.....	5	13	13.5	38.5	25 13	10 91	840 00	423 00
Cheboygan.....	10	9	27.5	23.5	47 18	36 92	1,297 50	867 87
Chippewa.....	1	1	1.0	4.0	45 00	40 00	45 00	160 00
Clinton.....	63	207	241.8	771.0	35 93	19 71	8,698 24	15,197 56
Delta.....	2	2	18.0	18.0	52 50	52 50	945 00	945 00
Eaton.....	66	222	238.0	817.5	41 61	20 53	9,904 00	16,799 28
Emmet.....	1	1	5.0	5.0	15 00	15 00	75 00	75 00
Genesee.....	83	269	326.4	1,124.8	49 86	21 86	16,774 18	24,591 57
Grand Traverse.....	16	47	57.7	162.8	33 13	21 16	1,911 65	3,445 12
Gratiot.....	42	141	155.3	461.0	29 51	13 18	4,539 45	8,553 98
Hillsdale.....	101	272	372.2	1,089.8	38 94	19 82	14,495 81	21,605 96
Houghton.....	10	32	32.7	225.1	108 76	56 12	8,995 00	12,639 00
Huron.....	18	45	64.5	162.8	34 86	28 03	2,248 50	4,549 24
Ingham.....	60	219	275.8	927.6	37 13	21 81	10,231 25	20,226 79
Ionia.....	87	233	303.3	861.8	46 70	21 69	14,399 58	15,693 61
Iosco.....	6	18	33.7	63.2	68 16	26 24	2,297 00	1,790 00
Isabella.....	16	35	63.8	91.3	35 27	21 04	2,232 65	1,920 62
Jackson.....	103	243	425.6	839.0	49 69	32 19	21,194 17	27,007 41
Kalamazoo.....	91	248	328.5	1,079.5	47 27	24 42	15,528 86	26,407 07
Kent.....	114	359	421.6	1,575.7	54 97	27 08	23,176 58	42,777 35
Keweenaw.....	11	3	95.2	19.3	63 76	62 82	5,870 83	1,212 50
Lapeer.....	63	189	235.4	667.8	40 43	21 14	9,518 78	14,117 60
Leelanaw.....	16	34	59.0	116.2	27 60	17 88	1,628 50	2,019 75
Lenawee.....	117	372	461.2	1,572.9	46 93	22 86	21,528 98	35,926 66
Livingston.....	81	184	294.5	731.1	40 50	18 25	11,927 71	13,347 51
Mackinac.....	3	4	25.0	25.5	52 80	35 79	1,320 00	912 50
Macomb.....	53	176	250.2	733.5	51 49	24 70	12,838 06	18,127 30
Manistee.....	10	28	36.7	122.7	57 94	33 29	2,126 46	4,217 70
Manitowish.....	2	3	8.0	12.0	40 63	20 63	825 00	250 00
Marquette.....	11	21	53.7	152.6	111 80	61 75	5,977 00	9,433 50
Mason.....	7	19	25.0	58.7	36 08	27 82	902 00	1,633 00
Mecosta.....	18	42	62.2	155.7	38 42	27 65	2,490 18	4,205 55
Menominee.....	1	4	6.0	22.0	72 50	33 84	435 00	744 50
Midland.....	5	30	16.0	118.2	25 30	29 62	564 80	3,561 81
Monroe.....	60	176	230.7	656.5	33 00	18 91	8,763 93	12,811 13
Montcalm.....	29	141	107.7	529.7	47 69	21 85	5,146 91	11,588 08
Muskegon.....	18	101	70.7	423.7	61 52	29 54	4,349 50	12,664 46
Newaygo.....	25	68	94.0	219.2	42 14	23 35	3,961 50	5,119 37
Oakland.....	114	326	540.8	1,967.1	52 32	24 25	23,272 51	30,729 22
Oceana.....	27	63	90.0	205.5	33 65	21 91	3,028 25	4,561 81
Ontonagon.....	5	6	31.7	44.2	110 09	66 87	3,490 00	2,956 00

ABSTRACT OF SCHOOL INSPECTORS' REPORTS—CONTINUED.

COUNTIES.	No. Qualified Male Teachers.	No. Qualified Female Teachers.	No. months Taught by Male Teachers.	No. months Taught by Female Teachers.	Av. Wages per month of Male Teachers.	Av. Wages per month of Female Teachers.	Total Wages of Male Teachers for the Yr.	Total Wages of Female Teachers for the Year.
Osceola.....	10	13	29.0	42.2	\$28 59	\$17 99	\$829 00	\$759 25
Ottawa.....	70	153	355.0	712.8	41 85	24 84	14,856 57	17,711 60
Saginaw.....	47	182	212.0	986.8	71 47	32 28	15,153 00	31,858 64
Sanilac.....	41	109	142.5	426.0	44 03	23 29	6,275 33	9,924 81
Shiawassee.....	61	180	250.2	698.7	47 87	18 82	11,977 85	13,149 29
St. Clair.....	66	224	309.0	1,015.0	48 77	23 22	15,070 00	23,576 37
St. Joseph.....	51	216	343.0	842.4	51 00	24 36	17,491 45	20,525 75
Tuscola.....	43	125	169.5	492.4	44 05	20 89	7,466 50	10,288 56
Van Buren.....	75	236	291.8	959.7	49 58	22 73	14,568 66	21,815 32
Washtenaw.....	95	270	439.8	1,413.3	55 51	24 15	24,337 11	34,130 87
Wayne.....	87	330	464.0	2,161.9	60 08	33 67	27,880 01	72,304 32
Wexford.....	3	7	9.0	28.5	22 33	17 02	201 00	400 00
Supplementary	----	2	-----	20.0	-----	-----	-----	1,212 00
Total.....	2,793	8,221	11,415	34,135	\$52 62	\$27 31	\$548,421 52	\$844,807 07

ABSTRACT OF FINANCIAL REPORTS OF THE DISTRICTS, BY COUNTIES, FOR 1870.

RECEIPTS.

COUNTIES.	Monies on hand September, 6, 1860.	Two Mill Tax.	Primary School Fund	Tuition of Non-resident Scholars.	District Taxes to Pay Teachers, and incidental Expenses.
Alcona.....		\$688 82	\$68 84		\$150 00
Allegan.....	\$6,444 85	20,276 80	5,016 54	\$587 26	20,228 14
Alpena.....		1,501 92	193 92		1,670 08
Antrim.....	815 97	695 78	206 89	8 00	996 12
Barry.....	8,019 91	18,016 85	3,819 89	234 63	12,161 85
Bay.....	6,455 82	4,496 55	2,021 67	9 46	28,171 83
Benzie.....	128 57	588 82	196 91	6 05	1,187 03
Berrien.....	9,058 84	10,164 07	6,425 16	289 83	30,028 12
Branch.....	2,286 78	8,821 18	3,126 06	523 58	20,960 90
Calhoun.....	14,508 06	18,188 22	5,842 99	589 88	35,449 68
Cass.....	8,785 78	7,877 99	3,888 12	268 94	20,881 37
Charlevoix.....	87 83	40 40	110 88	32 83	546 00
Cheboygan.....		669 09	211 57	5 00	1,550 32
Chippewa.....		884 35	201 00		305 00
Clinton.....	4,761 56	6,272 77	3,510 27	182 59	14,817 65
Delta.....		289 20	247 80		860 00
Eaton.....	2,866 41	7,805 85	3,848 28	365 22	16,607 01
Emmet.....		30 00			
Genesee.....	8,385 61	11,976 08	4,900 03	1,386 38	30,840 49
Grand Traverse.....	514 44	1,465 28	352 75	17 60	2,867 68
Grafton.....	2,074 86	4,219 04	1,717 98	87 89	8,569 23
Hillsdale.....	9,261 64	12,869 15	5,064 84	568 59	22,551 55
Houghton.....	8,977 69	6,060 42	1,565 71	134 40	17,718 94
Huron.....	1,118 75	1,512 69	806 42	19 10	5,079 48
Ingham.....	8,329 85	7,495 99	3,957 95	686 93	23,470 17
Ionia.....	8,264 21	8,772 17	4,575 74	807 16	24,502 29
Iosco.....	2,645 10	1,448 04	162 44	26 50	1,740 14
Isabella.....	885 05	1,461 16	449 90	28 73	2,810 29
Jackson.....	9,774 60	14,027 48	5,275 69	1,396 50	38,487 71
Kalamazoo.....	18,045 59	9,210 68	5,288 72	1,258 90	26,263 59
Kent.....	4,762 90	16,125 41	7,809 68	1,244 48	53,077 06
Keweenaw.....	8,006 68	2,258 35	884 61		4,269 89
Lapeer.....	4,259 90	4,882 87	3,267 87	678 05	20,550 55
Leelanaw.....	687 40	742 40	507 82	39 40	2,052 42
Lenawee.....	11,352 75	21,697 41	6,982 97	1,495 52	52,397 88
Livingston.....	1,806 64	6,688 90	3,059 89	716 05	18,056 75
Mackinac.....	227 57	779 02	870 53		1,625 21
Macomb.....	6,656 06	11,064 45	4,681 94	541 92	16,211 02
Kanistee.....	1,381 75	876 65	561 89	17 25	5,787 94
Manitou.....	60 17	120 18	254 10	10 00	117 70
Marquette.....	5,452 88	3,282 05	1,098 80		15,359 40
Mason.....	320 91	588 88	232 54	9 25	2,022 33
Mecosta.....	1,541 88	2,898 80	995 88	46 55	3,188 60
Menominee.....	762 98	1,186 48	170 40		1,581 40
Midland.....	265 49	1,594 26	357 48	6 00	2,609 39
Monroe.....	3,572 12	7,784 40	4,544 91	280 80	10,725 28
Montcalm.....	4,268 22	3,021 44	2,023 23	716 05	13,468 41
Muskegon.....	6,658 02	4,702 23	1,809 27	62 99	9,168 82
Newaygo.....	1,918 61	3,384 84	828 02	87 87	6,805 48
Oakland.....	7,224 83	19,608 36	6,052 66	1,790 67	41,763 45

ABSTRACT OF FINANCIAL REPORTS,—RECEIPTS,—CONTINUED.

COUNTIES.	Moncys on hand Sep- tember 6, 1889.	Two-Mill Tax.	Primary School Fund.	Tuition of Non-resi- dent Scholars.	District Taxes to Pay Teachers, and Incl- dental Expenses.
Oceana	\$350 68	\$1,811 82	\$735 47	\$68 49	\$5,827 81
Ontonagon	2,886 24	1,058 13	789 01	-----	4,050 96
Osceola	354 97	122 99	78 28	75	664 00
Ottawa	7,710 92	4,102 50	4,118 67	250 14	28,068 45
Saginaw	12,699 14	5,724 86	5,802 41	210 09	59,752 87
Sanilac	8,477 89	3,252 91	2,202 67	19 50	10,150 70
Shiawassee	8,831 81	4,658 86	2,984 54	670 24	21,524 26
St. Clair	9,129 59	8,224 87	6,465 54	858 19	38,270 87
St. Joseph	9,767 77	29,564 72	4,458 55	845 45	14,180 85
Tuscola	3,081 19	2,638 75	2,258 19	821 44	15,625 67
Van Buren	5,938 83	21,087 78	4,508 50	996 68	17,412 68
Washtenaw	6,628 98	19,198 16	6,062 69	4,182 82	43,951 79
Wayne	121,105 97	11,640 16	19,210 00	817 80	87,528 22
Wexford	99 52	156 63	47 17	-----	192 00
Supplementary	15 85	497 88	130 25	-----	1,828 50
Total	\$300,477 81	\$405,111 64	\$177,313 79	\$26,064 14	\$1,084,798 77

ABSTRACT OF FINANCIAL REPORTS OF THE DISTRICTS, BY COUNTIES, FOR 1870.

RECEIPTS.

COUNTIES.	Other District Taxes.	Tax on Dogs.	Raised from all other Sources.	Total Resources for the Year.
Alcona.....	\$244 55	-----	\$75 00	\$1,710 16
Allegan.....	20,671 11	\$1,181 04	6,672 58	80,622 27
Alpena.....	4,002 00	-----	-----	7,367 92
Antrim.....	232 00	10 00	46 60	2,505 92
Barry.....	8,666 10	732 10	4,182 11	44,885 68
Bay.....	24,495 65	-----	7,363 16	71,331 42
Benzie.....	751 65	-----	161 17	8,038 20
Berrien.....	23,334 94	1,741 04	4,688 94	87,352 00
Branch.....	20,440 68	1,294 99	11,987 06	71,908 85
Calhoun.....	30,999 23	1,673 63	94,185 39	196,201 71
Cass.....	14,482 92	1,439 41	2,666 22	58,796 21
Charlevoix.....	814 25	-----	88 88	1,664 58
Cheboygan.....	161 00	13 00	910 00	3,519 98
Chippewa.....	-----	-----	-----	890 85
Clinton.....	12,391 40	930 44	15,049 72	61,304 22
Delta.....	409 62	-----	-----	1,806 62
Eaton.....	17,545 12	940 48	6,495 98	57,431 96
Emmet.....	-----	-----	-----	30 00
Genesee.....	13,749 68	8 76	4,552 09	74,141 79
Grand Traverse.....	1,117 90	103 20	1,917 22	8,263 29
Gratiot.....	6,380 78	317 83	1,375 76	25,036 70
Hillsdale.....	16,256 92	1,246 51	14,072 02	59,541 59
Houghton.....	824 04	-----	4,325 86	40,298 52
Huron.....	8,096 58	67 64	687 97	18,094 60
Ingham.....	21,119 75	314 71	8,918 60	70,174 46
Ionia.....	13,940 29	507 68	3,108 89	59,711 94
Iosco.....	2,572 91	-----	3,739 31	12,250 34
Isabella.....	1,588 24	108 00	706 90	7,520 02
Jackson.....	26,071 95	719 30	4,368 69	103,160 69
Kalamazoo.....	18,043 60	1,308 29	5,247 30	83,232 82
Kent.....	35,404 60	948 68	5,775 68	133,185 40
Keweenaw.....	1,508 07	-----	42	11,928 02
Lapeer.....	16,681 21	14 08	2,020 02	52,851 46
Leelanaw.....	1,080 86	325 42	454 76	6,052 94
Lenawee.....	24,205 75	776 59	28,014 95	55,826 29
Livingston.....	10,153 88	119 41	4,963 48	48,787 02
Mackinac.....	55 00	9 00	134 87	3,113 92
Macomb.....	9,826 32	1,292 30	2,932 03	53,398 33
Manistee.....	6,922 41	126 86	2,339 66	17,969 09
Manitou.....	-----	-----	87 65	669 40
Marquette.....	3,435 40	-----	4,232 78	32,806 13
Mason.....	972 05	22 75	182 32	4,332 85
Mecosta.....	3,595 39	124 16	4,507 10	17,117 14
Menominee.....	2,110 00	-----	550 00	6,289 25
Midland.....	2,248 40	-----	790 90	8,040 78
Monroe.....	9,758 05	586 26	6,858 42	43,398 96
Montcalm.....	10,559 42	22 50	2,042 90	35,561 68
Muskegon.....	9,365 28	334 22	3,115 67	36,407 20
Newaygo.....	4,141 47	123 49	555 92	16,052 97
Oakland.....	33,364 21	9 01	6,326 70	115,032 52

ABSTRACT OF FINANCIAL REPORTS,—RECEIPTS,—CONTINUED.

COUNTIES.	Other District Taxes.	Tax on Dogs.	Raised from all other Sources.	Total Resources for the Year.
Oceana.....	\$3,782 84	\$149 06	\$1,677 09	\$15,098 66
Ontonagon.....	3,324 61	-----	224 98	11,888 94
Osceola.....	807 96	5 60	1,489 89	8,528 94
Ottawa.....	18,184 27	1,092 42	17,046 29	80,899 68
Saginaw.....	14,119 67	22 99	21,214 52	118,600 88
Sanilac.....	5,960 94	678 21	1,708 98	27,606 72
Shiawassee.....	17,282 89	-----	1,692 14	52,809 41
St. Clair.....	10,809 58	1,608 76	42,982 88	118,190 59
St. Joseph.....	15,951 88	907 06	4,688 80	109,774 90
Tuscola.....	9,084 19	181 26	2,782 89	86,016 05
Van Buren.....	16,978 81	1,197 85	6,582 99	72,247 61
Washtenaw.....	27,607 16	357 46	4,680 89	118,848 26
Wayne.....	71,608 70	252 59	78,681 56	390,946 14
Wexford.....	58 00	7 87	12 12	685 87
Supplementary.....	1,997 07	-----	429 68	4,898 68
Total	\$707,790 10	\$25,698 81	\$474,823 72	\$2,154,221 28

ABSTRACT OF FINANCIAL REPORTS OF THE DISTRICTS, BY COUNTIES, FOR 1870.

EXPENDITURES.

COUNTIES.	Paid Male Teachers.	Paid Female Teachers.	Paid for building and repairs and on debts for same.	Paid for all other purposes.
Alcona.....	\$370 00	\$300 84	\$328 82	\$393 49
Allegan.....	15,846 29	28,779 70	17,677 54	12,258 40
Alpena.....	1,400 00	1,860 00	3,800 00	1,307 92
Antrim.....	707 00	680 90	155 57	196 61
Barry.....	9,685 78	14,415 15	8,162 08	4,842 97
Bay.....	10,956 07	15,991 12	18,424 75	23,847 86
Benzie.....	886 00	959 70	427 52	459 80
Berrien.....	17,818 95	27,690 14	16,556 84	14,271 08
Branch.....	12,299 90	17,551 14	28,118 73	9,290 87
Calhoun.....	16,026 73	28,125 83	108,440 88	24,642 03
Cass.....	14,442 09	15,558 42	10,091 60	6,952 68
Charlevoix.....	840 00	511 56	568 11	179 18
Cheboygan.....	1,297 50	817 87	846 50	231 75
Chippewa.....	125 00	180 00	84 21	324 28
Clinton.....	8,587 74	14,954 06	15,261 47	7,888 97
Delta.....		945 00	76 00	702 80
Eaton.....	9,959 83	16,870 28	10,128 78	6,004 60
Emmet.....		30 00		
Genesee.....	17,412 14	24,746 57	11,120 82	18,836 54
Grand Traverse.....	1,871 65	3,480 62	349 79	1,016 81
Gratiot.....	4,528 24	8,186 01	5,826 92	2,681 62
Hilledale.....	14,459 00	21,946 21	18,211 75	18,127 39
Houghton.....	9,049 10	12,655 00	1,808 12	12,989 59
Huron.....	2,168 90	4,448 56	8,702 17	845 69
Ingham.....	11,275 82	19,401 97	19,691 14	11,508 89
Ionia.....	14,237 53	18,918 19	18,118 18	6,088 82
Iosco.....	2,247 00	1,179 18	5,819 89	1,761 72
Isabella.....	2,185 51	1,752 75	1,109 98	941 60
Jackson.....	21,164 65	27,202 97	15,281 86	27,554 11
Kalamazoo.....	15,681 86	26,523 52	18,601 94	18,260 00
Kent.....	28,347 82	42,858 77	31,871 86	24,892 92
Keweenaw.....	5,800 83	1,212 50	428 23	2,246 69
Lapeer.....	8,878 73	14,108 18	18,689 18	7,560 46
Leelanaw.....	1,659 12	1,907 90	918 46	814 26
Lenawee.....	21,245 70	36,180 99	29,714 46	47,386 69
Livingston.....	12,051 32	18,895 18	9,132 04	9,815 49
Mackinac.....	1,320 00	912 50	84 54	427 97
Macomb.....	18,028 06	18,167 42	6,289 20	8,401 21
Manistee.....	2,126 40	4,287 40	7,160 70	2,717 06
Manitou.....	271 00	250 00	45 63	8 00
Marquette.....	5,977 75	9,468 50	8,810 08	5,922 66
Mason.....	902 00	1,565 92	436 62	754 61
Mecosta.....	2,485 83	4,062 58	5,867 86	2,180 76
Menominee.....	435 00	744 50	3,675 06	463 50
Midland.....	664 00	3,459 11	1,271 78	1,130 20
Monroe.....	8,764 67	12,607 06	11,842 81	5,206 45
Montcalm.....	5,173 03	11,479 79	7,257 15	6,727 64
Muskegon.....	4,823 00	11,888 85	5,899 02	6,841 54
Newaygo.....	8,962 00	4,851 62	2,055 15	2,425 44
Oakland.....	27,947 45	30,496 60	23,768 53	18,902 67

ABSTRACT OF FINANCIAL REPORTS—CONTINUED.

EXPENDITURES.

COUNTIES.	Paid Male Teachers.	Paid Female Teachers	Paid for building and repairs and on debts for same.	Paid for all other purposes.
Oceana.....	\$2,858 25	\$4,211 54	\$2,447 69	\$1,914 23
Ontonagon.....	8,490 00	2,956 00	546 18	1,513 97
Osceola.....	749 81	635 75	1,635 16	265 80
Ottawa.....	15,016 22	17,492 14	26,501 58	8,936 75
Saginaw.....	15,155 00	31,980 72	37,806 41	17,016 14
Sanilac.....	6,230 33	9,235 90	4,383 24	3,418 24
Shiawassee.....	11,978 75	13,327 37	9,170 99	14,053 35
St. Clair.....	15,020 00	23,650 55	44,731 89	17,389 04
St. Joseph.....	17,731 85	20,595 70	44,496 99	15,375 55
Tuscola.....	7,455 96	10,326 46	7,094 99	5,807 45
Van Buren.....	14,788 16	22,525 77	17,316 49	9,804 99
Washtenaw.....	25,160 88	34,108 99	27,130 95	17,320 02
Wayne.....	27,970 01	72,474 63	118,970 84	54,943 78
Wexford.....	201 00	247 20	10 00	66 00
Supplementary.....	.....	1,212 00	1,461 00	1,390 45
Total.....	\$549,708 31	\$842,093 80	\$852,122 62	\$545,629 55

ABSTRACT OF FINANCIAL REPORTS OF THE DISTRICTS, BY COUNTIES, FOR 1870.

EXPENDITURES.

COUNTIES.	Amount on hand Sep- tember 5th, 1870.	Total Expenditures for the Year, includ- ing amt on hand.	Total Indebtedness of Districts, Sept. 5th, 1870.
Alcona.....	\$57 01	\$1,710 16	\$1,198 11
Allegan.....	12,754 56	80,622 91	7,518 02
Alpena.....	-----	7,867 92	11,870 00
Antrim.....	825 87	2,505 92	185 82
Barry.....	7,572 96	44,885 78	3,288 22
Bay.....	8,266 10	71,981 42	84,206 88
Benzie.....	898 46	3,088 20	1,829 40
Berrien.....	12,096 47	87,352 06	22,844 87
Branch.....	4,854 15	71,909 85	21,643 46
Calhoun.....	24,794 58	196,201 73	19,679 82
Cass.....	6,569 01	58,796 21	9,481 82
Charlevoix.....	65 49	1,664 59	327 03
Cheboygan.....	926 86	3,519 98	960 00
Chippewa.....	246 16	890 85	-----
Clinton.....	15,081 59	61,819 00	27,968 49
Delta.....	82 82	1,806 62	-----
Eaton.....	11,285 85	57,481 98	11,794 48
Emmet.....	-----	80 00	45 00
Genesee.....	7,569 43	74,141 45	9,177 81
Grand Traverse.....	901 81	8,268 29	557 37
Graiot.....	8,876 50	25,086 92	3,704 08
Hilledale.....	7,076 11	59,541 59	23,786 93
Houghton.....	4,818 92	40,298 72	6,464 85
Huron.....	1,716 43	18,094 60	2,465 51
Ingham.....	8,009 90	70,174 46	9,578 13
Ionia.....	5,271 20	59,721 65	8,748 72
Iosco.....	1,251 00	12,250 84	10,020 42
Isabella.....	1,408 85	7,520 02	402 50
Jackson.....	11,111 88	108,160 69	18,316 53
Kalamazoo.....	12,188 18	88,282 82	15,384 44
Kent.....	9,491 83	198,186 51	48,321 11
Keweenaw.....	2,167 27	11,928 02	60 92
Lapeer.....	8,825 15	52,851 78	8,062 01
Leelanaw.....	1,169 25	6,052 94	1,089 79
Lenawee.....	11,297 12	55,825 32	86,726 98
Livingston.....	4,127 24	48,787 02	35,219 63
MacKinnac.....	378 95	8,118 92	-----
Macomb.....	7,395 95	58,398 33	4,564 21
Manistee.....	1,327 50	17,969 09	10,447 48
Manitowish.....	89 77	669 40	42 00
Marquette.....	8,212 14	32,806 13	3,084 08
Mason.....	677 45	4,832 85	3,114 68
Macosta.....	2,850 76	17,117 14	8,927 83
Menominee.....	891 19	6,289 25	3,788 00
Midland.....	1,465 55	8,040 58	343 00
Monroe.....	5,724 83	43,998 96	8,699 07
Montcalm.....	4,846 22	35,560 47	2,728 97
Muskegon.....	9,581 17	36,407 20	8,002 55
Newaygo.....	3,620 23	16,052 99	2,002 95
Oakland.....	14,503 82	115,024 10	15,470 77

ABSTRACT OF FINANCIAL REPORTS—CONTINUED.

EXPENDITURES.

COUNTIES.	Amount on hand Sep- tember 5th, 1870.	Total Expenditures for the Year, includ- ing amt on hand.	Total Indebtedness of Districts, Sept. 5th, 1870.
Oceana.....	\$3,671 21	\$15,098 66	\$5,730 83
Ontonagon.....	3,327 71	11,888 94	44 21
Osceola.....	295 24	3,528 94	872 84
Ottawa.....	12,372 88	80,899 84	28,768 24
Saginaw.....	16,866 28	118,600 88	73,575 24
Sanilac.....	4,008 25	27,606 72	2,199 11
Shiawassee.....	3,608 64	52,302 41	2,609 62
St. Clair.....	12,586 51	118,190 59	45,615 84
St. Joseph.....	12,748 17	109,774 90	25,714 61
Tuscola.....	4,002 85	36,017 15	9,477 76
Van Buren.....	11,419 80	72,247 84	22,170 83
Washtenaw.....	11,215 06	118,343 26	32,500 84
Wayne.....	115,835 18	390,946 89	24,899 25
Wexford.....	49 05	685 37	101 48
Supplementary.....	830 14	4,898 68	-----
Total.....	\$470,289 46	\$3,154,232 24	\$861,409 94

ABSTRACT OF SCHOOL INSPECTORS' REPORTS, BY COUNTIES, FOR 1870.

COUNTIES	No. Volumes added to Town Libraries.	No. Vol's in Town Libraries.	No. of New Districts.	No. Meetings held by Inspectors.	No. Select Schools.	No. attending Select Schools.	Am't voted at Spring Election for Libra- ries.	Am't of Fines, etc., re- ceived from County Treas. for Libraries.	Am't paid for Books for Town Libraries.	Am't paid Board of Inspectors.
Alcona.....			1	4						\$29 50
Allegan.....	290	1979	7	49	5	185	\$227 98	\$605 14	\$350 54	144 08
Alpena.....			1	4						16 00
Antrim.....		303	6	19			125 00	58 56		29 50
Barry.....	53	1349		43	3	22		658 41	90 40	157 60
Bay.....			6	21	1	5		102 29		81 25
Benzie.....			2	14	2	80		25 50		21 25
Berrien.....	63	1388		43	2	54	25 00	408 28	158 10	136 00
Branch.....				26		4		517 90		78 00
Calhoun.....	1	105	1	27	2	50		419 45	65 00	89 50
Cass.....	15	875		28	3	462		184 83		74 75
Charlevoix.....			3	6						24 00
Cheboygan.....		318	2	6						22 50
Chippewa.....				6						
Clinton.....		312	2	34	4	75				88 56
Delta.....										
Eaton.....		717		37	8	255		50 13		129 50
Emmet.....				2						3 75
Genesee.....		182		37	4	20		496 72		163 25
Grand Tr. & V.....	84	361	6	14			107 00	106 78	190 25	38 25
Gratiot.....		67	5	29	1	44	50 00	12 72		128 00
Hillsdale.....	28	393	1	37	1	40		924 16		129 00
Houghton.....	31	60						120 86	36 14	
Huron.....	150	605	5	23	10	220	185 00	21 02	185 00	72 40
Ingham.....		636		48	8	307		73 48		321 50
Ionia.....		765	2	36	4	120				111 25
Iosco.....		84	1	21			150 00			84 50
Isabella.....		24	7	21	1	17	40 00			35 45
Jackson.....	22	533	1	43	1	20		648 78	34 60	122 75
Kalamazoo.....	56	912	13	34	2	65		1,314 36	144 31	152 50
Kent.....	70	1080	5	56	12	110	81 37	1,208 73	89 97	151 60
Keweenaw.....	351	1153		7					388 20	43 00
Lapeer.....		355	3	34		7		135 90		118 00
Leelanaw.....	58	572	4	15	3	50	50 00	76 00	81 35	53 75
Lenawee.....	521	5678		41	7	339		1,363 29	745 02	108 50
Livingston.....		1277		36		4		53 29		120 00
Mackinac.....		51		7	1	30				19 50
Macomb.....		140	2	33	4	250				97 50
Manistee.....	89	229	4	13			30 98		115 00	35 00
Manitou.....			1	10						25 00
Marquette.....	174	583	5	7	1	30		353 34	77 31	15 00
Mason.....		60	1	21			65 75	188 80		62 25
Mecosta.....		187	10	25	1	5	67 50	69 48		67 75
Menominee.....			2							
Midland.....		770		7	1					22 00
Monroe.....	273	5451	4	32	14	1240		284 24	221 91	64 50
Montcalm.....										
Muskegon.....		171		29		2				79 75
Newaygo.....	44	1022	2	30				307 23	64 49	89 00
Oakland.....	143	3080		40	1	58		504 51	161 19	116 75

ABSTRACT OF SCHOOL INSPECTORS' REPORTS—CONTINUED.

COUNTIES	No. Volumes added to Town Libraries.	No. Vol's in Town Libraries.	No. of New Districts.	No. Meetings held by Inspectors.	No. Select Schools.	No. attending Select Schools.	Am't voted at Spring Election for Libra- ries.	Am't of Fines, etc., re- ceived from County Treas. for Libraries.	Am't paid for Books for Town Libraries.	Am't paid Board of Inspectors.
Oceana.....	---	116	14	30	3	55	-----	\$43 13	-----	\$116 50
Ontonagon.....	---	---	---	---	---	---	-----	-----	-----	103 00
Osceola.....	---	---	---	16	---	---	-----	-----	-----	101 25
Ottawa.....	31	1168	3	32	3	90	-----	105 06	\$94 75	150 00
Saginaw.....	513	3506	7	82	3	507	\$925 00	520 43	715 02	120 75
Sanilac.....	33	1180	2	44	1	1	150 00	48 89	30 68	78 50
Shiawassee.....	---	433	3	22	---	---	-----	-----	-----	190 47
St. Clair.....	5	2045	5	59	3	195	-----	183 15	16 98	86 50
St. Joseph.....	46	602	1	26	3	55	-----	1,215 02	-----	158 75
Tuscola.....	123	887	10	56	---	---	83 00	149 60	115 26	112 74
Van Buren.....	130	858	1	39	2	35	19 95	161 24	191 04	177 50
Washtenaw.....	13	2315	---	68	3	255	-----	50 74	29 50	59 20
Wayne.....	827	6792	---	41	6	4246	-----	15,579 72	1,203 01	-----
Wexford.....	---	---	4	11	---	3	-----	-----	-----	-----
Total.....	4247	58725	182	1681	189	9613	\$2,383 88	\$29,222 62	\$5,535 02	\$5,177 60

22 75

This book is under no circumstances to be taken from the Building

[illegible]



